



National Center and State Collaborative

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

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# LASSIS: Language Arts Sample Systematic Instruction Script

## Theme: Taking Flight

**Grade Band:** Middle School (Grades 6-8)

**Focus:** Using Informational Text



Topic	Access Points	Florida Standard	Essential Understanding	LASSI Objectives
SUMMARIZING	LAFS.6.RI.3.AP.7b Summarize information gained from a variety of sources, including media or texts.	LAFS.6.RI.3.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Identify a topic from a single source.  Identify details, ideas, opinions from a single source.  Identify a common topic from two or more sources.  Identify common information (e.g., details, ideas, opinions) from multiple sources.	1. Use a KWHL chart to locate and summarize information from a variety of sources
	LAFS.6.RI.1.AP.2a	LAFS.6.RI.1.2 Determine a central idea of a text and how it is conveyed through particular	Identify the main idea of a text.	2. Retell details from informational text

Topic	Access Points	Florida Standard	Essential Understanding	LASSI Objectives
	Provide a summary of the text based on details from the text.	details; provide a summary of the text distinct from personal opinions or judgments.	Identify key details related to the main idea of a text.  Identify a factual summary/statement about the text.	
	LAFS.7.RI.1.AP.1a Use two or more pieces of evidence to support inferences, conclusions or summaries of text.	LAFS.7.RI.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Make an inference from an informational text.  Identify a conclusion from an informational text.  Identify a summary of an informational text.  Identify a detail to support the inference, conclusion or summary.	3. Select an inference conclusion or summary statement using 2 or more details from informational text (how do you know).
	LAFS.8.RI.1.AP.1a Use two or more pieces of evidence to support inferences, conclusions or summaries of text.	LAFS.8.RI.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Make an inference from an informational text.  Identify a conclusion from an informational text.  Identify a summary of an informational text.  Identify a detail to support the inference, conclusion, or summary.	4. Select an inference conclusion or summary statement using 2 or more details from informational text (how do you know).

Topic	Access Points	Florida Standard	Essential Understanding	LASSI Objectives
COMPARE AND CONTRAST	LAFS.7.RI.3.AP.9b Compare/contrast how two or more authors write about the same topic.	LAFS.7.RI.3.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Identify two texts on the same topic.  Locate important information within a text.  Compare/contrast two statements related to a single detail within the topic.	5. Use a Venn diagram to compare and contrast the information two authors provide on a topic
	LAFS.8.RI.3.AP.9a Analyze a case in which two or more texts provide conflicting information on the same topic. LAFS.8.RI.3.AP.9b Identify where the texts disagree on matters of fact or interpretation.	LAFS.8.RI.3.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Identify a similar topic in two texts.  Identify statements from the texts that disagree on the same topic.  Identify contrasting statements in two texts related to a single detail on the same topic.	6. Use a GO (e.g., T-chart, Venn Diagram) to determine points of disagreement between two authors
AUTHOR'S CLAIM	LAFS.8.RI.3.AP.8a Identify an argument or claim that the author makes.	LAFS.8.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Identify a fact from the text.  Identify a claim from a text.  Identify a fact vs. a claim.	7. Identify the author's claim
Be sure to provide specific practice to students on the skills that correspond to their grade level.				

**Materials Needed:** Print the article summaries, the photograph, the advertisement, 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 photograph, the advertisement, 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 some Level 2 text examples in the “Build Towards Independent Reading” section. The repeated story line is written simply (Level 1 text) and can be emphasized for students with emergent literacy (e.g., “People had many ideas about flying.”). For students with the most significant or multiple disabilities, objects can be used to augment the story (e.g., miniatures for airplane, kite, space shuttle, bird).

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

**INTRODUCE TEXT** (attention getter activity) Show pictures or objects of things that fly (e.g., airplane, helicopter, butterfly, bird, kite, space shuttle, hot air balloon). **Have you ever flown in a plane?** Pause for students to share their experiences. **Have you ever watched a bird fly?** Pause for students to share their experiences. **Who has flown a kite?** Give students an opportunity to share their experiences. **In this lesson, we are going to learn about flying.** Show students article #1 - *Early Ideas about Flying*. **Together, we will read some articles about flying. We will also visit some websites on the internet about flying. 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., small figure for veterinarian, plate for scraps, hear for love).

**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.	wings	 Reads/selects “wings.” 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.	feathers	Reads/selects “feathers.” Matches to picture.
3.	movement	Reads/selects “movement.” Matches to picture.
4.	flap	Reads/selects “flap.” Matches to picture.
5.	hot air balloon	Reads/selects “hot air balloon.” Matches to picture.
6.	aircraft	Reads/selects “aircraft.” Matches to picture.
7.	kite	Reads/selects “kite.” Matches to picture.
8.	space	Reads/selects “space.” Matches to picture.

<b>BUILD A GRADE-ALIGNED COMPONENT: II. PASSAGE COMPREHENSION</b> (The article summaries, graphic organizers, response options, and response boards are found at the end of this lesson.)		
<b>Step</b>	<b>Teacher Says/Does</b>	<b>Student Response</b>
9.	Give students a copy of article #1 - <i>Early Ideas about Flying</i> . <b>Where is the title of the article?</b> (Note: Teachers may choose to skip this step in future lessons.) Teacher reads title.	Points to title at the top of the page. If student needs help, use LIP.  <b>REMEMBER TO PRAISE EACH CORRECT RESPONSE!</b>
10.	<b>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 "<u>about flying</u>."</b> (Hold up a sentence strip with the words "People had many ideas <u>about flying</u> ." Point to the words as you read them, but wait for student to read the underlined words. <b>Let's practice.</b> " <b>People had many ideas <u>about flying</u>."</b> Read article #1 - <i>Early Ideas about Flying</i> .	Reads "about flying." (e.g., student may use voice output device to say "about flying" or speak the words to help read it).



<b>READ ADAPTED TEXT:</b> Read article #1 - <i>Early Ideas about Flying</i> aloud. Some students may be able to read this passage aloud independently.		
<i>READER OPTION:</i> Use the sight words as the response options. <i>LISTENER OPTION:</i> Use the pictures as the response options.		
<b>6th, 7th, 8th</b> 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.		
<b>Step</b>	<b>Teacher Says/Does</b>	<b>Student Response</b>
11.	<b>After reading the article, we are going to use a Flow Chart to help us retell some details from the article.</b> Give each student a Flow Chart. <b>First, let's put the topic on the chart.</b> Point to the word "topic" at the top of the Flow Chart. <b>The topic is what the article is about. Here are four possible topics.</b> Read each of the four possible topics. <ul style="list-style-type: none"> <li>- what wings are made of</li> <li>- the man on the moon</li> <li>- ideas about flying</li> </ul>	Selects "ideas about flying" from the response options or points to the title of the article. If student does not select/point to "ideas about flying", use LIP and point to the words in the title.  Affixes the correct response option or writes the words on the Flow Chart.

	<p><b>- Greek legends</b>  <b>What is the topic of this article?</b>          Assist students as needed to affix or write their response on the Flow Chart.</p>	
12.	<p><b>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 first sentence of the paragraph. This is because the author uses this sentence to tell us what the paragraph will be about. In this article, we have four paragraphs. Point out the paragraphs in the article. The paragraphs are numbered 1-4. I have made sentence strips of the first sentence in each paragraph.</b> Show the sentence strips and read each aloud.</p> <ul style="list-style-type: none"> <li>- <b>The ancient Greeks believed only the Gods could fly.</b></li> <li>- <b>In our culture, people wrote stories about strange ways to fly.</b></li> <li>- <b>Birds inspired people to explore new ideas about flying.</b></li> <li>- <b>After trying many things, people were finally able to fly.</b></li> <li>- <b>Early ideas about flying.</b></li> </ul> <p><b>We can use the first sentence of each paragraph to retell important details about the article. What is the first sentence in the first paragraph?</b>          Assist students as needed to affix the sentence to the Flow Chart.</p>	<p>Points to the correct sentence strip from options or reads the first sentence of the first paragraph (i.e., "The ancient Greeks believed only the Gods could fly."). If more help is needed, limit the number of options students select from (e.g., 5 response options to 4 or fewer).</p> <p>Options: For this part of the lesson, students can indicate the first sentence of each paragraph by underlining or highlighting it.</p> <p>Affixes the correct sentence strip to the first box of the Flow Chart.</p>
13.	<p><b>Let's find the 1st sentence in the 2nd paragraph.</b> Point to the 2nd paragraph. <b>What is the 1st sentence of the 2nd paragraph?</b></p> <p>Assist students as needed to affix the sentence to the Flow Chart.</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."). If more help is needed, limit the number of options students select from (e.g., 4 response options to 3 or fewer).</p> <p>Affixes the correct sentence strip to the 2nd box of the Flow Chart.</p>

14.	<p><b>Let's find the 1st sentence in the 3rd paragraph.</b> Point to the 3rd paragraph. <b>What is the 1st sentence of the 3rd paragraph?</b></p> <p>Assist students as needed to affix the sentence to the Flow Chart.</p>	<p>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.") If more help is needed, limit the number of options students select from to 2 options.</p> <p>Affixes the correct sentence strip to the 3rd box of the Flow Chart.</p>
15.	<p><b>Let's find the 1st sentence in the 4th paragraph.</b> Point to the 4th paragraph. <b>What is the 1st sentence of the 4th paragraph?</b></p> <p>Assist students as needed to affix the sentence to the Flow Chart.</p>	<p>Points to the correct sentence strip from 2 options or reads the 1st sentence of the 4<sup>th</sup> paragraph (i.e., "After trying many things, people were finally able to fly.").</p> <p>Affixes the correct sentence strip to the 4<sup>th</sup> box of the Flow Chart.</p>
16.	<p><b>Now the Flow Chart is complete. What were some early ideas about flying?</b> Point to the 1st box on the Flow Chart.</p>	<p>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).</p>
17.	<p><b>Good. You have found 1 detail from the article. What is another detail?</b> Point to the 2nd box on the Flow Chart.</p>	<p>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).</p>
18.	<p><b>Excellent. You have found 2 details from the article. What is another detail?</b> Point to the 3rd box on the Flow Chart.</p>	<p>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).</p>
19.	<p><b>Wow! You have found 3 details in this article. Can you find one more detail?</b></p>	<p>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.)</p>
20.	<p><b>I want to ask you some questions about the flying machine da Vinci made. Listen as I read the 3rd paragraph again.</b> Reread the 3rd paragraph. <b>Was da Vinci's flying machine successful?</b></p>	<p>Communicates "no." If more help is needed, reread the last sentence in the 3rd paragraph.</p>

21.	<b>What did the flying machine have?</b>	Communicates "wings." If more help is needed, point to the picture of the ornithopter and reread the sentence with the correct answer.
22.	<b>Who made the machine move?</b>	Communicates "people." If more help is needed, point to the picture of the ornithopter and reread the sentence with the correct answer.
23.	<b>Why do you think da Vinci's flying machine was not successful?</b>	Communicates "because people got tired and stopped flapping the wings" or something similar.  Note: This answer requires students to make an inference. If help is needed, use a think-aloud that involves: (a) asking students what they would do when they got tired of flapping the wings, then (b) if more help is needed, model making an inference by saying what you would do when you got tired [e.g., I would stop moving the wings up and down when I got tired.]. If students need help with inference, it may be helpful to teach question-answer relationships.

**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.)

Step	Teacher Says/Does	Student Response
24.	<p>Next, give each student a KWHL Chart. <b>We are going to use the KWHL Chart to help us with this lesson. Who remembers our topic for this lesson?</b></p> <p><b>Let's put the topic on our KWHL chart.</b> Assist students as needed to affix the response option "flying" or write the word "flying" in the topic line on the KWHL chart.</p>	<p>Selects "flying" from response options. If student does not select/point to "flying", use LIP and point to word in article.</p>  <p>Affixes the response option for "flying" or writes the word "flying" in the topic line on the KWHL chart.</p>
25.	<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 flying.</b> Point to the first column of the KWHL chart. <b>What do you know about flying?</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</p>	<p>Selects or otherwise communicates some things they know about flying. 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 flying.</p> <p>The response options included are:</p>

	<p>large KWHL chart on the board to record student 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>"Birds fly."  "People fly in airplanes."  "Insects fly."  "Kites fly."  Affixes responses in the K column on the KWHL chart.</p>
26.	<p><b>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?</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 "how does a bird fly" and "who invented the first airplane." Other answers are acceptable and should be recorded, but the rest of the lesson is based on learning more about these two things (i.e., how does a bird fly and who invented the first airplane).</p> <p>The response options included are "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.	<p><b>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?</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.</p> <p>Affixes responses in the H column on the KWHL chart.</p>
28.	<p><b>One of the things you said you wanted to learn more about is how birds fly. Point to "How does a bird fly?" on the KWHL chart. The internet is one of the ways you can learn more about this. Let's watch a short video about how birds fly.</b> View the You Tube video, How Birds Fly (31 seconds): <a href="http://www.youtube.com/watch?v=au60WLv0tck">http://www.youtube.com/watch?v=au60WLv0tck</a></p>	<p>Communicates "2" either verbally or by selecting the correct response option.</p> <p>Note: Students will probably need to watch the video several time to answer these questions. On subsequent viewings, pause the video after the information is presented that contains the correct answer and highlight the information (e.g., pause</p>

	<p>Note: Show the video as many times as needed for students to be able to summarize this information. Here are some questions to help them zero in on the information that is needed.</p> <p>If the internet is not available, similar information can be obtained from other sources such as from the How Birds Fly website:  <a href="http://www.learner.org/jnorth/tm/crane/flightlesson.html#Winging">http://www.learner.org/jnorth/tm/crane/flightlesson.html#Winging</a></p> <p><b>We can summarize the information we learn and put it in the L column of the KWHL 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?</b></p>	<p>after the video says a bird uses its wings to make 2 movements and ask the question again).</p>
29.	<p><b>How does the inner part of the wing move?</b></p>	<p>Communicates "up and down" either verbally or by selecting the correct response option. If more help is needed, see note above about reviewing the video.</p>
30.	<p><b>How does the outer part of the wing move?</b></p>	<p>Communicates "in a circle" either verbally or by selecting the correct response option. If more help is needed, see note above about reviewing the video.</p>
31.	<p><b>What did you learn about how birds fly? Let's put what we learned about how a bird flies in the L column of the KWHL chart.</b> Assist students as needed.  *Since the first source of information was a video, add additional facts to the "L" column from a second source of information such as a library book.</p>	<p>Communicates "Birds fly with their wings."   Affixes the response to the L column of the KWHL chart.</p>
32.	<p><b>*Another thing we want to learn more about is who invented the first airplane.</b> Point to "Who invented the first airplane?" on the KWHL chart. <b>Let's watch a video about the people who invented the first airplane. In this video you will hear about three problems that the Wright brothers had to solve: lift, control, and power. Listen for how they solved these problems.</b> View the You Tube video, Inventing the Airplane: The Wright Brothers (4:30):  <a href="http://www.youtube.com/watch?v=sJdOaVcS2JE">http://www.youtube.com/watch?v=sJdOaVcS2JE</a></p>	<p>Communicates "The Wright Brothers" either verbally or by selecting the correct response option.   Note: Students may need to watch the video more than once to answer the question. On subsequent viewings, pause the video after the information is presented that contains the correct answer and highlight the information (e.g., pause after the video says the Wright Brothers invented the first airplane and ask the question again).</p>

	<p><b>Who invented the first airplane?</b>          *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. Be sure to complete all of the steps of the KWHL chart and end with a review of what was Learned.</p>	
33.	<p>Give students the Problem solution graphic organizer. <b>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.</b> Write each problem in the correct box.  <b>The first problem was lift. How did they solve the first problem?</b></p>	<p>Communicates "made kites" or another acceptable answer either verbally or by selecting the correct response option.</p>
34.	<p><b>The second problem was control. How did they solve the second problem?</b></p>	<p>Communicates "made gliders" or another acceptable answer either verbally or by selecting the correct response option.</p>
35.	<p><b>The third problem was power. How did they solve the third problem?</b></p>	<p>Communicates "used an engine" or another acceptable answer either verbally or by selecting the correct response option.</p>
36.	<p>Show students the photograph of the first airplane. <b>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. Why did the Wright Brothers fly their plane near the beach?</b></p> <p><b>That's right. We know the wind helps lift the plane off the ground.</b></p>	<p>Communicates "wind" or another acceptable answer either verbally or by selecting the correct response option.</p>

**7<sup>th</sup>, 8<sup>th</sup>** 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 – *Kite Flying* and a T-Chart graphic organizer.

Step	Teacher Says/Does	Student Response
37.	<p>Give students a copy of article #2 – <i>Kite Flying</i>. <b>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? Pause and wait for student to respond. This year the national kite flying day was February 8<sup>th</sup>. 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.</b> Give students a T-Chart graphic organizer. <b>We will use a T-Chart graphic organizer to identify which tips they agree on</b> (point to agree column on graphic organizer) <b>and which tips they disagree on</b> (point to disagree column on graphic organizer). <b>Let’s read the article together.</b> Read article aloud.</p> <p><b>What is the topic of these articles?</b></p>	<p>Selects “kite flying” from response options. If student does not select/point to “kite flying”, use LIP and point to words in article.</p> 
38.	<p><b>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?</b> Pause and wait for student to respond. If students need more help, reread the 1<sup>st</sup> paragraph of article #1.</p>	<p>Selects “spring” from response options. If student does not select/point to the correct response option, use LIP.</p> <p>Option: Some students may be able to highlight the word in the article.</p> 
39.	<p><b>In article #2, what season does the author say is best for flying a kite?</b> Pause and wait for student to respond. If students need more help, reread the last sentence in the 2<sup>nd</sup> paragraph of article #2.</p>	<p>Selects “fall” from response options. If student does not select/point to the correct response option, use LIP.</p> <p>Option: Some students may be able to highlight the word in the article.</p> 
40.	<p><b>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?</b> Pause and wait for student to respond. If more help is</p>	<p>Selects “disagree” from response options. If student does not select/point to the correct response option, use LIP.</p> 

	needed, point out that the seasons are different, so the authors disagree. <b>Let's put "season" in the Disagree column on the T-Chart graphic organizer.</b> Assist students as needed.	Affixes "season" to the Disagree column on the T-Chart graphic organizer.
41.	<b>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?</b> Pause and wait for student to respond. If students need more help, reread the 2 <sup>nd</sup> paragraph of article #1.	Selects "4-12 mph" from response options. If student does not select/point to the correct response option, use LIP.  Option: Some students may be able to highlight the words in the article.
42.	<b>In article #2, what wind speed does the author say is best for flying a kite?</b> Pause and wait for student to respond. If students need more help, reread the 2 <sup>nd</sup> paragraph of article #2.	Selects "5-25 mph" from response options. If student does not select/point to the correct response option, use LIP.  Option: Some students may be able to highlight the words in the article.
43.	<b>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?</b> Pause and wait for student to respond. If more help is needed, point out that the wind speeds are different, so the authors disagree. <b>Let's put "wind speed" in the Disagree column on the T-Chart graphic organizer.</b> Assist students as needed.	Selects "disagree" from response options. If student does not select/point to the correct response option, use LIP.  Affixes "wind speed" to the Disagree column on the T-Chart graphic organizer.
44.	<b>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?</b> Pause and wait for student to respond. If students need more help, reread the 3 <sup>rd</sup> paragraph of article #1.	Selects "afternoons" from response options. If student does not select/point to the correct response option, use LIP.  Option: Some students may be able to highlight the words in the article.
45.	<b>In article #2, what time of day does the author say is best for flying a kite?</b> Pause and wait for student to respond. If students need more help, reread the 1 <sup>st</sup> paragraph of article #2.	Selects "afternoons" from response options. If student does not select/point to the correct response option, use LIP.  Option: Some students may be able to highlight the words in the article.

46.	<p><b>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?</b> Pause and wait for student to respond. If more help is needed, point out that the times are the same, so the authors agree.</p> <p><b>Let's put "time of day" in the Agree column on the T-Chart graphic organizer.</b> Assist students as needed.</p>	<p>Selects "agree" from response options. If student does not select/point to the correct response option, use LIP.</p>  <p>Affixes "time of day" to the Agree column on the T-Chart graphic organizer.</p>
47.	<p><b>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?</b> Pause and wait for student to respond. If students need more help, reread the 3<sup>rd</sup> paragraph of article #1.</p>	<p>Selects "beaches" from response options. If student does not select/point to the correct response option, use LIP.</p>  <p>Option: Some students may be able to highlight the words in the article.</p>
48.	<p><b>In article #2, where does the author say is the best place for kite flying?</b> Pause and wait for student to respond. If students need more help, reread the 3<sup>rd</sup> paragraph of article #2.</p>	<p>Selects "beaches" from response options. If student does not select/point to the correct response option, use LIP.</p>  <p>Option: Some students may be able to highlight the words in the article.</p>
49.	<p><b>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?</b> Pause and wait for student to respond. If more help is needed, point out that the places are the same, so the authors agree.</p> <p><b>Let's put "place" in the Agree column on the T-Chart graphic organizer.</b> Assist students as needed.</p>	<p>Selects "agree" from response options. If student does not select/point to the correct response option, use LIP.</p>  <p>Affixes "place" to the Agree column on the T-Chart graphic organizer.</p>
	<p><b>Great! Let's review what we have learned about kite flying.</b> Review the T-chart, including where the articles agree and disagree.</p>	

**8<sup>th</sup>** Objective: Identify the author's claim.

Step	Teacher Says/Does	Student Response
50.	<p><b>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:</b></p> <p><a href="http://www.spacecamp.com/museumHome">http://www.spacecamp.com/museumHome</a>.</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><b>Let's look at the webpage together.</b> Read the webpage together.</p> <p><b>Name one thing on the website.</b></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.	<p><b>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. Point to the statement. Is this a fact or a claim?</b></p> <p><b>This is a fact because it is something that can be proved. You could count all the artifacts to see if this is true.</b></p>	Communicates a "fact."
52.	<p><b>Another statement from the ad says that Dr. Wayne Clough is the secretary of the Smithsonian Institute. Point to the statement. Is this a fact or a claim?</b></p> <p><b>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.</b></p>	Communicates a "fact."

53.	<p><b>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?</b></p> <p><b>This is a claim because it is what someone thinks. It is their opinion. I may think another collection of space artifacts is better.</b></p>	Communicates a "claim."
<p><b>We are finished learning about flying. Thank you for reading the articles with me today and for learning about flying.</b></p>		

### ADDITIONAL TEXTS TO EXTEND AND ENRICH THE LESSON

#### Literary Texts

##### Stories

- *Dragonwings* (Lawrence Yep)
- *First to Fly: How Wilbur and Orville Wright Invented the Airplane* (Peter Busby)
- *Flight* (Robert Burleigh)

##### Picture Books (as an introduction to the lesson)

- *A is for Airplane: An Aviation Alphabet* (Mary Ann McCabe Riehle, Fred Stillwell, and Rob Bolster)
- *The Airplane Alphabet Book* (Jerry Pallotta)

##### Poetry

- *I Am Phoenix: Poems for Two Voices* (Paul Fleischman)

#### Informational Texts

##### Nonfiction

- *Flying Free: America's First Black Aviators* (Philip S. Hart)
- *Fantastic Flights: One Hundred Years of Flying on the Edge* (Patrick O-'Brien)
- *Black Eagles: African Americans in Aviation* (James Haskins)
- *Strange and Wonderful Aircraft* (Harvey Weiss)
- *The Simple Science of Flight: From Insects to Jumbo Jets* (Hendrik Tennekes)
- *Flight: Discover Science Through Facts and Fun* (Gerry Bailey)

##### Biographies

- *Sterling Biographies: The Wright Brothers: First in Flight* (Tara Dixon-Engel)
- *Wilbur and Orville Wright: Taking Flight* (Stephanie Sammartina McPherson and Joseph Sammartina Gardner)
- *Charles A. Lindbergh: A Human Hero* (James Cross Giblin)
- *William Boeing: Builder of Planes* (Community Builders; Sharlene Nelson and Ted Nelson)
- *Up in the Air: The Story of Bessie Coleman* (Philips S. Hart and Barbara O-Connor)

Websites

- *Aviation History Online Museum* (a website for researching the history of flight)
- *First Flight* (a website for researching flight and aviation)
- Video Interview with Lawrence Yep (Reading Rockets)
- *The Tuskegee Airmen* (website for researching the Tuskegee Airmen)

**NOTE TO TEACHER:** Repeat the lesson using articles and other informational text found in grade-level textbooks and magazines.

When selecting articles:

1. Select an age-appropriate informational text.
2. Summarize the text (e.g., 550-700L).
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.	fly	Reads "fly." Points to fly. (If student needs help on these words, show how sound it out /f/ /l/ /y/.)
2.	moon	Reads "moon." Points to moon.
3.	jet	Reads "jet." Points to jet.

4.	flap	Reads "flap." Points to a picture of flapping.
5.	hot	Reads "hot." Points to picture of something hot.
6.	geese	Reads "geese." Points to picture of geese flying.
<p style="text-align: center;">Level 2 Article - Early Ideas about Flying</p> <p><sup>1</sup> Have you ever wanted to fly?  People used to think flying was magic.  They believed only the Gods could fly.</p> <p><sup>2</sup> People have thought of some strange ways to fly.  They wrote about these ideas in stories.  One idea was to fly on a broomstick.  Another idea was to fly on a carpet.  How would that work?  Still another idea was to fly to the moon with a bunch of geese.  The name of that story was the Man on the Moon.</p> <p><sup>3</sup> People have watched birds fly.  Flying seems so easy for a bird.  They flap their wings up and down.  Then they fly.  One of the early flying machines used this idea.  It had two wings that people flapped up and down.  Think about how hard that would be.  It was not successful.</p> <p><sup>4</sup> The first way man flew was in a hot air balloon.  He went up, up, up in the hot air balloon.  Now we can fly in lots of ways.  We can still fly in a hot air balloon.  We can fly in a plane.  We can fly in a space shuttle.  We can fly in a jet.  I wonder how we will fly next.</p>		<p>Comprehension Questions:</p> <p><b>What did people think flying was?</b> (magic)  <b>Who wrote stories about flying?</b> (people)  <b>Who went to the moon with geese?</b> (the Man on the Moon)  <b>What do people watch?</b> (birds)  <b>How did the wings of the first flying machine move?</b> (up and down)  <b>Was it successful?</b> (no)  <b>What did man first fly in?</b> (hot air balloon)</p>

<b>GENERALIZATION ACROSS MATERIALS</b> - Repeat this lesson using a biography of Amelia Earhart.			
<b>Biography</b>	<b>“Wh” questions</b>	<b>Retell the Details</b>	<b>Topic/main idea/theme</b>
Read the autobiography, <i>For the Fun of It</i> , by Amelia Earhart.	<p><b>What month did Amelia fly?</b> (May)</p> <p><b>How many hours was the trip?</b> (15 hours)</p> <p><b>Where did she land?</b> (cow field in Ireland)</p> <p><b>What caught on fire during the flight?</b> (manifold)</p> <p><b>Which of her instruments broke during the flight?</b> (altimeter)</p> <p><b>Do you think Amelia Earhart likes to fly? Why?</b> (e.g., yes - she calls her flight a "happy" adventure.)</p>	<p>Have students complete a Flow Chart like the one used in the original lesson to help them retell the details from the text.</p> <ul style="list-style-type: none"> <li>- <b>On May 21, 1942, Amelia Earhart began a solo flight across the Atlantic Ocean</b></li> <li>- <b>That night she ran into a storm.</b></li> <li>- <b>Then the manifold right caught on fire.</b></li> <li>- <b>She needed to land quickly.</b></li> <li>- <b>Thank goodness Ireland was right in front of her.</b></li> <li>- <b>Her trip lasted 15 hours and 18 minutes.</b></li> <li>- <b>The cows were surprised to see her.</b></li> </ul>	Topic: flying across the Atlantic Ocean
<p><b>REAL LIFE READING.</b> After completing the lesson, send a copy of the 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.</p>			

# LASSI: Unit 2 Middle School Informational Text

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## Article #1 - Early Ideas about Flying

By Melissa Hudson

Vocabulary: feathers, movement, flap, aircraft, hot air balloon

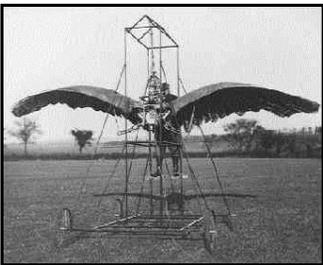


<sup>1</sup> The ancient Greeks believed only the Gods could fly. One Greek legend tells the story of Daedalus and his son, Icarus. King Minos imprisoned them on an island. To escape, they made wings of wax and feathers and flew away. Daedalus made it back safely. But, Icarus was so excited about flying, he did not hear his father's warning. He flew too close to the sun. The sun's heat melted the wax on his wings. The boy crashed to his death in the sea below.

### People had many ideas about flying.

<sup>2</sup> In our culture, people wrote stories about strange ways to fly. For example, stories have been written about magic carpets, witches on broomsticks, and other forms of movement through the air. One early story is *The Man in the Moon*. In the story, the hero trains a flock of geese to fly him to the moon.

### People had many ideas about flying.



<sup>3</sup> Birds inspired people to explore new ideas about flying. Leonardo da Vinci was one of the people inspired by birds. He made one of the first flying machines called the ornithopter (ôr n -th p t r). The machine had wings like a bird. To fly, a person had to flap the wings up and down. It was not very successful.

<sup>4</sup> After trying many things, people were finally able to fly. The first way people flew was in a hot air balloon. Since then, flying machines have evolved into the modern aircraft of today.

### People had many ideas about flying.

## Article #2 – Kite Flying

By Melissa Hudson



### Article 1

<sup>1</sup> Spring is the best season for kite flying. Of course, springtime is also the season for thunderstorms, so use caution. Never fly a kite in rain or lightning.

<sup>2</sup> The best wind speed for kite flying is when the wind is blowing between 4 and 12 miles-per-hour. If the wind is less, then most kites have problems flying. If the wind is more, then most kites will lose control.

<sup>3</sup> Ocean beaches are really good places to fly a kite because they have steady winds. It's almost always strong enough to lift a kite. Afternoons are generally the best time to fly a kite because there are better sea breezes around. Happy flying!

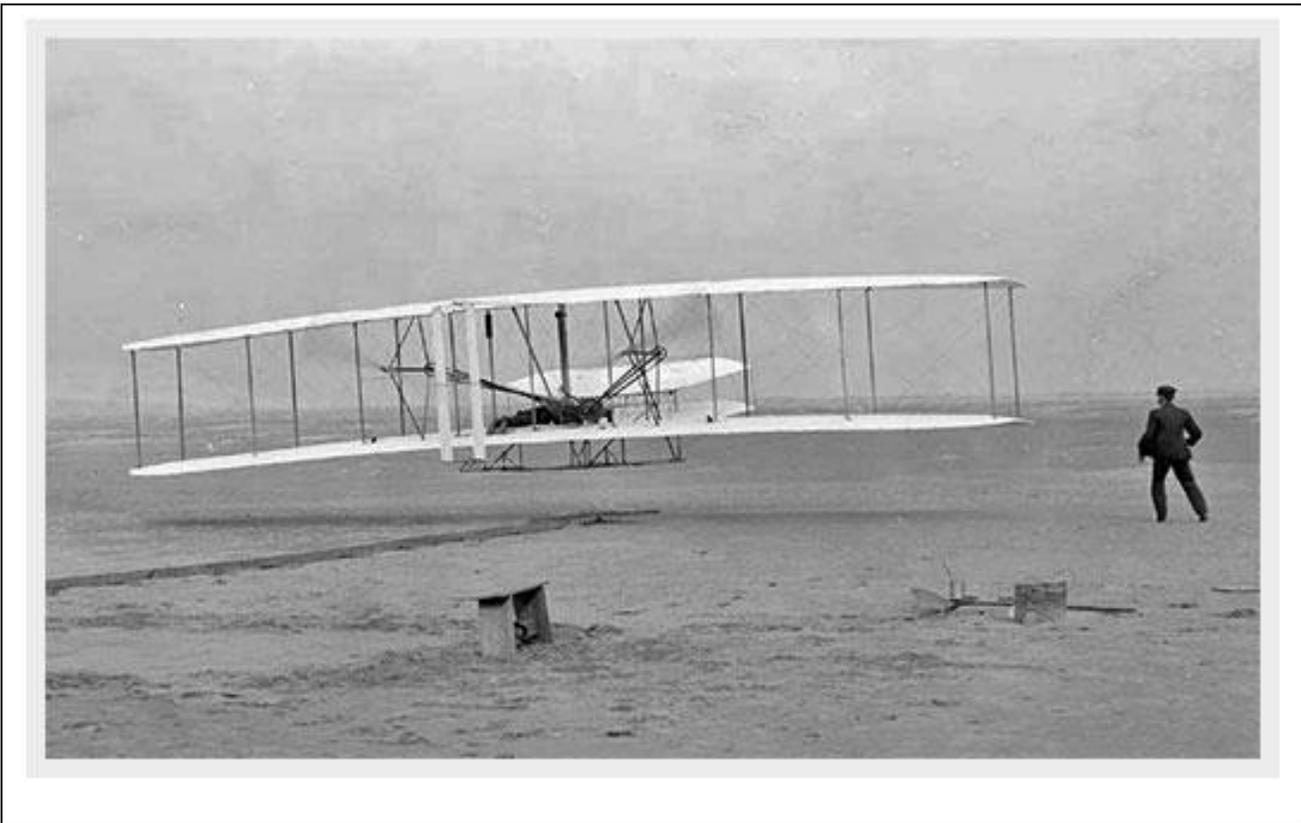
### Article 2

<sup>1</sup> The next time somebody tells you to go fly a kite – do it! The best time of the day to fly is in the afternoon. The air is cooler in the afternoon and the chance that there will be enough wind to get your kite off the ground is greatest.

<sup>2</sup> The best wind speed for most kites is about 5-25 mph (when leaves and bushes start to move, but before it really starts to blow). Flying is most fun when you can make your kite dance across the sky. While you can fly a kite in almost any season, fall is probably the best season for kite flying.

<sup>3</sup> Beaches are the best places for flying kites because of the steady winds. Remember - never fly in rain or lightning. Electricity in clouds is attracted to damp kite lines and foolish kite fliers.

## Picture of the Wright Brother's Airplane (Step 36)



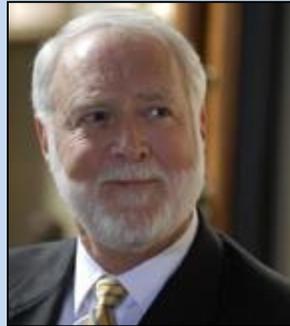
An early photograph of one of the Wright brothers at Kitty Hawk, NC in 1903. The brothers chose the beaches near Kitty Hawk because there was consistent wind that was needed to lift the airplane.  
*Photo obtained from the Library of Congress*

## Advertisement for U.S. Space and Rocket Center

### U.S. Space and Rocket Center

#### The best space collection on the planet!

OVER 1500 artifacts from America's achievements in space exploration!



**“A national treasure resource.”**  
Dr. Wayne Clough  
Secretary of the Smithsonian Institution\*



Things Brought Home, Things Left Behind

Photo obtained from: <http://www.si.edu/About/People>

## Level 2 Text - Early Ideas about Flying

<sup>1</sup> Have you ever wanted to fly?

People used to think flying was magic.

They believed only the Gods could fly.

<sup>2</sup> People have thought of some strange ways to fly.

They wrote about these ideas in stories.

One idea was to fly on a broomstick.

Another idea was to fly on a carpet.

How would that work?

Still another idea was to fly to the moon with a bunch of geese.

The name of that story was *The Man on the Moon*.

<sup>3</sup> People have watched birds fly.

Flying seems so easy for a bird.

They flap their wings up and down.

Then they fly.

One of the early flying machines used this idea.

It had two wings that people flapped up and down.

Think about how hard that would be.

It was not successful.

<sup>4</sup> The first way man flew was in a hot air balloon.

He went up, up, up in the hot air balloon.

Now we can fly in lots of ways.

We can still fly in a hot air balloon.

We can fly in a plane.

We can fly in a space shuttle.

We can fly in a jet.

I wonder how we will fly next.

## The Fun of It

By Amelia Earhart, Adapted by Melissa Hudson

Vocabulary: solo, altimeter, manifold, ocean, gauge, Atlantic Ocean, adventure



<sup>1</sup> On May 21, 1942, I started my solo flight across the Atlantic Ocean. For several hours the weather was good. Then my altimeter broke. The altimeter is the instrument I use to tell how far above the ground I am flying.

<sup>2</sup> That night I ran into a storm. The wind made it hard to fly the plane. I tried to fly above the storm but got ice on the wings. I had to fly lower where the air was warmer. Without the altimeter, I could not tell how high I was flying. A thick fog made things worse.

**Amelia Earhart was brave.**

<sup>3</sup> Then the manifold ring caught on fire. The manifold is made of heavy metal. I hoped it would last until I reached land. When the sun came up, I saw the ocean. The white clouds around me looked like snow.

<sup>4</sup> I needed to land quickly. The last two hours of the flight were the hardest. The manifold was vibrating badly. The reserve fuel tank gauge was leaking.

**Amelia Earhart was brave.**

<sup>5</sup> Thank goodness Ireland was right in front of me. I did not want to land in the hills because I did not know the layout of the land. I was afraid I might hit a mountain in the storm. Instead I turned north and followed a railroad, looking for a city with an airport. The only place to land was a field full of cows. Even though I frightened the cows, it was the perfect landing spot.

<sup>6</sup> My trip lasted 15 hours and 18 minutes. I had traveled two thousand and twenty six miles across the Atlantic Ocean. There ended the flight and my happy adventure.

**Amelia Earhart was brave.**



National Center and State Collaborative

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

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## Flow Chart (Steps 11-15)

Topic:

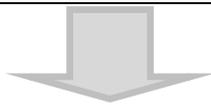
1.



2.



3.



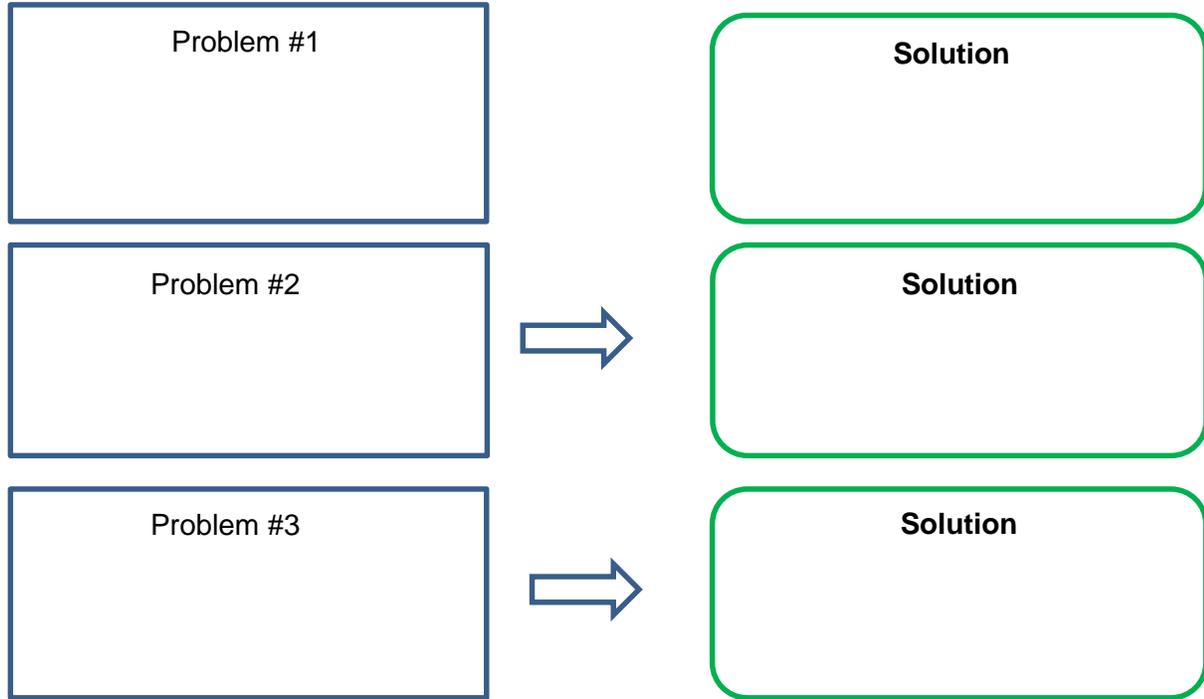
4.

## KWHL Chart (Steps 24-32)

Topic: \_\_\_\_\_

<b>What I KNOW</b>	<b>What I WANT to Learn</b>	<b>HOW I Can Find Out</b>	<b>What did I LEARN</b>

## Problem Solution Graphic Organizer (Steps 33-35)



## T-Chart Graphic Organizer for Article #2 – Kite Flying

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