



National Center and State Collaborative

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

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National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.



The contents of this assessment were developed as part of the National Center and State Collaborative by Melissa Hudson, Alicia Saunders, Angel Lee, and Diane Browder at the University of North Carolina at Charlotte, and verified by Jean Vintinner, ELA content expert, under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). However, the contents do not necessarily represent the policy of the U.S. Department of Education and no assumption of endorsement by the Federal government should be made.

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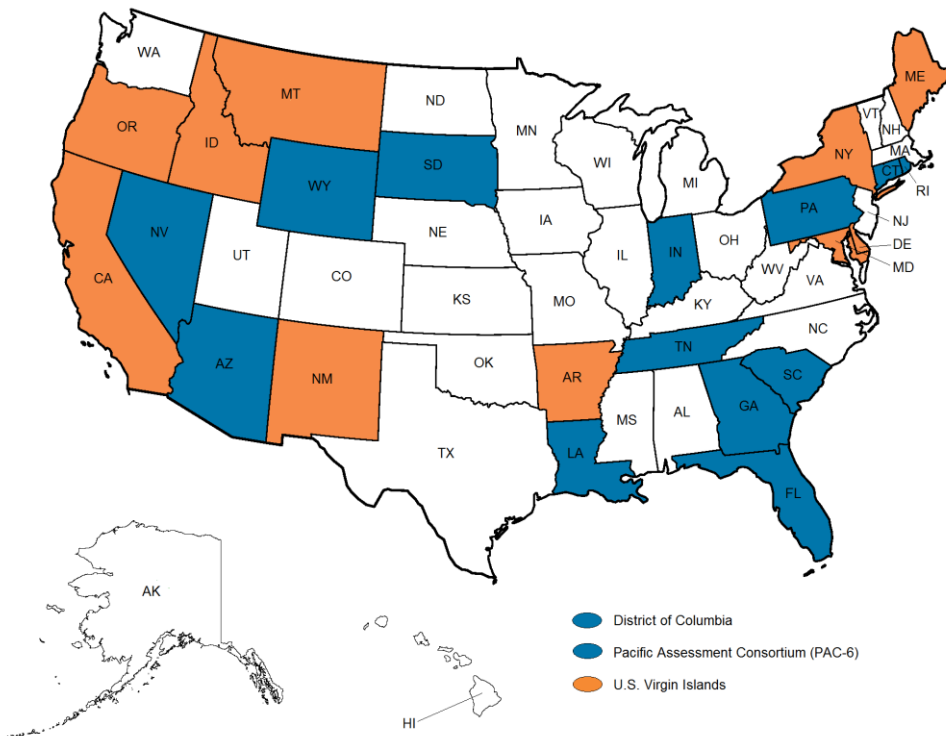


National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)¹, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

¹ The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).



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The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.



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

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August 2013

Student Name: _____

Elementary LASSI Progress Monitoring Data Sheet
Building Understanding of Informational Text: Taking Care of Pets

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

BUILD ESSENTIAL UNDERSTANDING: Teaching Story Elements

<i>Materials and Directions for Teacher</i>	<i>Instructional Cue</i>	<i>Student Expected Response</i> <i>Date:</i>						
1. Show vocab word and corresponding picture with 3 distracters for student to match word to picture. *If student does not have expressive communication, read the word and have student point to the correct word in an array.	“Read (or listen for) the word and then show me the picture that goes with the word.” “Depend (to need help)”	Reads/selects “depend.” Matches to picture.						
2. See above.	“obedience (follows the rules)”	Reads/selects “obedience.” Matches to picture.						
3. See above.	“housebreaking (teaching pets to use the bathroom outside)”	Reads/selects “housebreaking.” Matches to picture.						
4. See above.	“scraps (leftover food)”	Reads/selects “scraps.” Matches to picture.						
5. See above.	“shelter (protection from weather)”	Reads/selects “shelter.” Matches to picture.						
6. See above.	“veterinarian (an animal doctor)”	Reads/selects “veterinarian.” Matches to picture.						
7. See above.	“vaccination (medicine that protects people and animals from disease)”	Reads/selects “vaccination.” Matches to picture.						
8. See above.	“thrive (grow)”	Reads/selects “thrive.” Matches to picture.						
9. See above.	“affection (love)”	Reads/selects “affection.” Matches to picture.						
10. See above.	“gentle (soft)”	Reads/selects “gentle.” Matches to picture.						
11. Give students a copy of the article <i>Taking Care of Your Pet</i> .	“Find the title of the article.”	Points to <i>Taking Care of Your Pet</i> .						

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<p>12. Give students a copy of the article <i>Taking Care of Your Pet</i> and sentence strip with repeated story line.</p>	<p>“We are going to read this article together. I want you to listen for a line in the article about taking care of pets. When I read ‘Taking care of pets is hard work,’ I want you to help me read ‘<u>hard work</u>.” (Hold up a sentence strip with the words “Taking care of pets is <u>hard work</u>.” Point to the words as you read them, but wait for student to read the underlined words. “Let’s practice. ‘Taking care of pets is <u>hard work</u>.” Then, read the article.</p>	<p>Reads “hard work” (e.g., student may use voice output device to say “hard work” or speak the words to help read it).</p>						
		<p>NUMBER CORRECT:</p>						

3rd, 4th, 5th Objective: Identify the topic and supporting details that the author uses in an informational text. Use Article 1- *Taking Care of Your Pet* and Topic Graphic Organizer.

BUILD A GRADE ALIGNED COMPONENT: II. Passage Comprehension

<p>13. Give students a copy of the article <i>Taking Care of Your Pet</i> and a copy of the Topic Graphic Organizer.</p>	<p>“The topic is what the article is about. We are going to use the Topic Graphic Organizer to help us.” Point to the Topic Graphic Organizer. “Here are four possible topics.” (Read each of the four possible topics.) - “chocolate” - “fish tanks” - “pets” - “dogs” “What is the topic of this article?”</p>	<p>Selects “pets” or points the word “pets” in the title. If student does not select/point to “pets,” use LIP and point to word in article.</p> <p>Affixes the response option for “pets” or writes the word “pets” in the center of the graphic organizer.</p>						
<p>14. See above.</p>	<p>“We can also use a topic graphic organizer to help us find the main idea of the article. Sometimes the structure of the article or how it’s presented on the page can give us a clue. Let’s look at this article. It has five headings.” Point to the headings on the page. “Each heading describes something about the topic, “pets.” Let’s add these to our graphic organizer. What is the first heading?”</p>	<p>Selects “food” or points to the heading in article. If student does not select/point to “food,” use LIP and point to word in article.</p> <p>Affixes “food” to graphic organizer.</p>						

Student Name: _____

15. See above.	“What is the second heading?”	<p>Selects “water” or points to the heading in article. If student does not select/point to “water,” use LIP and point to word in article.</p> <p>Affixes “water” to graphic organizer.</p>						
16. See above.	“What is the third heading?”	<p>Selects “shelter” or points to the heading in article. If student does not select/point to “shelter,” use LIP and point to word in article.</p> <p>Affixes “shelter” to graphic organizer.</p>						
17. See above.	“What is the fourth heading?”	<p>Selects “health care” or points to the heading in article. If student does not select/point to “health care,” use LIP and point to word in article.</p> <p>Affixes “health care” to graphic organizer.</p>						
18. See above.	“What is the fifth heading?”	<p>Selects “love and affection” or points to the heading in article. If student does not select/point to “love and affection,” use LIP and point to word in article.</p> <p>Affixes “love and affection” to graphic organizer.</p>						

Student Name: _____

<p>19. See above.</p>	<p>Point to the graphic organizer. “Our topic is ‘pets’ and we have five facts about ‘pets.’” Review facts with students, pointing to the graphic organizer. “With this information, we can identify the main idea. The main idea is the reason the author wrote the article. What is the main idea of this article?” - “chocolate is bad for you” - “dogs make the best pets” - “taking care of pets” - “all pets should be outside”</p> <p>Assist students in affixing or writing the main idea on the graphic organizer. “Now the graphic organizer is complete.”</p>	<p>Selects “taking care of pets” from four options.</p> <p>Note: If students need more help, review the facts on the graphic organizer and ask, “Is this about [say each of the response option]...”</p> <p>Affixes “taking care of pets” to the bottom of the graphic organizer.</p>							
<p>20. Give students a copy of the article <i>Taking Care of Your Pet</i> and response options for author’s purpose.</p>	<p>“Authors have a purpose for writing. The purpose can be to <u>entertain</u> (just for fun)...”point to response option for “entertain,” “<u>persuade</u> (convince us)...” point to response option for “persuade,” “or <u>inform</u> (give us facts)...”point to response option for “inform.” “Why do you think the author wrote this article?”</p>	<p>Selects “inform” from three response options.</p>							
			<p>NUMBER CORRECT:</p>						

<p>3rd, 4th, 5th Objective: Locate information on a website using text features; pose and answer “wh” questions using an illustration from a website and/or text. Use Graph #1 – <i>10 Most Popular Pets in America</i>.</p>						
21. Present student with Graph #1 and response options.	<p>“Many people have pets. I want to know which pet is the most popular. I can use the internet to find out. To conduct a search, I will type in key words that the computer will use to find information for me. What key words might I use to find out which pet most people have?”</p>	<p>Selects “most,” “popular,” “pets” from response options. Students may verbally generate other answers. Use LIP if student does not provide the correct response.</p> <p>Accept all responses that are logical.</p>				
22. See above.	<p>“I did a search before class and found this graph of the 10 most popular pets in America.” Give students a copy of Graph #1 – <i>10 Most Popular Pets in America</i>. “Look at the graph. There are 10 pets on the graph. Who can name one?” Lead students in naming the pets in the graph. “The most popular pet is the largest picture in the graph. What is the most popular pet?”</p>	<p>Communicates “dog.” Students may point to the picture of the dog in the graph or say it aloud.</p>				
23. See above.	<p>“What pet is the least popular?”</p>	<p>Communicates “gerbil.” Students may point to the picture of the gerbil in the graph or say it aloud.</p>				
24. Present student with response options. Assist students in copying and pasting the URL into their browser: http://www.youtube.com/watch?v=0yOZVu00tvU	<p>“You can find lots of information on the internet. I wonder if another site will have the same information as this graph. Let’s watch a You Tube video of the Top 10 Pets and see if they list dogs as the most popular pet.”</p> <p>“What was the most popular pet in the video?”</p>	<p>Communicates “dog” either verbally or by pointing to the response option on the response board.</p>				
25. Present student with response options.	<p>“Was the most popular pet in the video and the graph the same?” (Note: the popularity of other animals is different in the two, but the most popular pet [dog] is the same.)</p>	<p>Communicates “yes” either verbally or by pointing to the response option on the response board.</p>				
		NUMBER CORRECT:				

4 th Objective: Explain what a chart or illustration tells you that are not in the text. Use Article #2 – <i>Most Popular Pet in America</i> .						
26. Provide student with article #2 and response options.	<p>Give students Article #2 – <i>Most Popular Pet in America</i>. “We’re going to read this article next. It has a graph. Graphs and other illustrations often tell us information that is not in the text. Listen as I read a short passage about the most popular pets in America.” Read Article #2 – <i>Most Popular Pet in America</i>. “Now, let’s look at a table. The title of the graph is “Top 10 Most Popular Puppy Names.” One column lists popular girl names.” Point to the girl column. “The other column lists popular boy names.” Point to the boy column. “The article tells us that dogs are the most popular pet. What does the table tell us that is not in the article?”</p> <p>Option: After students answer, ask students who can read, to read the most popular boy puppy name (Max) and girl puppy name (Bella) from the table.</p>	Selects “popular puppy names” from four choices.				
27. Provide student with Article #3, sentence strips, and response options.	<p>Give students Article #3 – <i>Better the Second Time Around</i>. “Text structure can also help us understand text. Text structure is the way the text is organized or put together. For example, sometimes the text will state a problem and then offer a solution. This structure is called problem-solution. The next article we are going to read has a problem/solution text structure. The title of this article is <i>Better the Second Time Around</i>.” Point to title. “I need your help to read the article. When I read ‘Older pets are <u>great!</u>’ I want you to help me read ‘great!’” Hold up a sentence strip with the words “Older pets are <u>great!</u>” Point to the words as you read them, but wait for student to read the underlined words. “Let’s practice. ‘Older pets are ...great!’”</p>	Communicates “great!”				
28. Provide student with Article #3, response options, and AAC device if necessary.	<p>“As I read the article, listen for the topic of the article.” Read the article aloud.</p> <p>“Remember, the topic is what the article is about. What is the topic of this article?” (If needed, reread the first 2 sentences in the 1st paragraph.)</p>	Selects “choosing a new pet” from the response options or says the words verbally or with their AAC. If student does not select the correct response, use LIP and point to words in article.				

Student Name: _____

<p>29. Provide student with Article #3, response options, and AAC device if necessary.</p>	<p>“What was the problem stated in the article?” (If needed, reread the first paragraph.)</p>	<p>Selects “young pets are a lot of work” from the response options or says the words verbally or with their AAC. If student does not select the correct response, use LIP and point to word in article.</p>						
<p>30. Provide student with Article #3, response options, and AAC device if necessary.</p>	<p>“The author offers a solution. What is the solution?” (If needed, reread the first paragraph.)</p>	<p>Selects “get an adult pet instead” from the response options or says the words verbally or with their AAC. If student does not select the correct response, use LIP and point to word in article.</p>						
<p>31. Provide student with Article #3, response options, and AAC device if necessary.</p>	<p>“What kind of text structure did this article have?” Pause to give students an opportunity to respond. “That’s right. The article states a problem, and then offers a solution.”</p>	<p>Selects “problem/solution” from the response options or says the words verbally or with their AAC. If student does not select the correct response, use LIP.</p>						
<p>32. Provide student with Article #3, response options, and AAC device if necessary.</p>	<p>“Remember, the purpose can be to entertain (fun), inform (facts), or persuade (convince). What do you think the author’s purpose was for writing the article?”</p> <p>Hint: If students need more help, review with them the problem and the solution offered by the author. The author wants people who are thinking of getting a new pet to consider an adult pet and describes the advantages of adult pets.</p>	<p>Selects “persuade” from the response options or says the words verbally or with their AAC. If students need more help, see hint.</p>						

Student Name: _____

<p>33. Provide student with Article #4 and sentence strips.</p>	<p>“Now, let’s look at a different article.” Give each student a copy of Article #4 - <i>Fun Pet Facts</i>. “The title of this article is <i>Fun Pet Facts</i>.” Point to the title. “I need your help to read. I’m going to read the number of the fact and you say “<u>fun fact.</u>” Let’s practice. The first...” pause for students to read “<u>fun fact.</u>” The second...” pause for students to read “<u>fun fact.</u>” Hold up a sentence strip with the words “The [first] <u>fun fact</u>”... Point to the words as you read them, but wait for student to read the underlined words. “Let’s practice. “The first <u>fun fact...</u>” “Good. I think you’ve got it.” Read Article #4 – <i>Fun Pet Facts</i>.</p>	<p>Reads “fun fact.”</p>					
<p>34. Provide student with Article #4 and sentence strips.</p>	<p>“This article uses a numbered list to provide some fun facts about pets. This article uses a sequence text structure.” Point to the numbers in the article that are used to make the list. “Sequencing or numbering is another way text can be organized.” “Let’s compare the text structure of this article with the article, <i>Better the Second Time Around</i>. Are the structures the same?” “You’re right. The articles are not the same. One article used problem/solution and the other used a numbered list or a sequence to provide fun facts about pets.”</p>	<p>Communicates “no.” If more help is needed, ask if the <i>Fun Pet Facts</i> article had a problem and a solution.</p>					
		<p>NUMBER CORRECT:</p>					

Student Name: _____

OPTIONAL: BUILD TOWARDS INDEPENDENT READING (Using text at 1 st to 2 nd grade reading level.)						
1. Provide student with article.	<i>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."</i> (You may substitute words and pictures related to phonics skills your students are learning). <i>Pet (show word)</i>	Reads "pet." Points to pet. (If student needs help on these words, show how sound it out /p/ /e/ /t/.)				
2. See above.	<i>puppy</i>	Reads "puppy." Points to puppy.				
3. See above.	<i>kitten</i>	Reads "kitten." Points to kitten.				
4. See above.	<i>chew</i>	Reads "chew." Points to a picture of chewing.				
5. See above.	<i>Big</i>	Reads "big." Points to big.				
6. Comprehension questions after reading. Provide student with article.	"What is this article about?"	Communicates "getting a new pet."				
7. See above.	"Which pet can be a lot of work?"	Communicates "puppy" or "kitten."				
8. See above.	"Will an adult pet get bigger?"	Communicates "no."				
9. See above.	"What will an adult pet do?"	Communicates "love me."				
		NUMBER CORRECT:				