



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 1 Elementary Vocabulary and Acquisition Progress Monitoring

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Student Name: _____

Elementary LASSI Progress Monitoring Data Sheet
Building Understanding of Words and Stories: Because of Winn Dixie

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. Present student with book cover. | Find the title of our book. | Points to title. | | | | | | |
| 2. Present student with book cover. | Find the author of our book. The author is the person who wrote our story. | Points to author. | | | | | | |
| 3. Present student with book cover. | What kind of pet is our book about? Let the title and picture help you. | Communicates "dog." | | | | | | |
| 4. Present student with adapted text and response cards. | A character is a person in a story. Listen while I read the first two sentences of our first chapter. (Read 1st two sentences.) "Who" asks for the name of a character. Who is the character in our story? | Selects Opal. | | | | | | |
| 5. Present student with adapted text and response cards. | Sometimes a character can be an animal. Another character in our story is Winn Dixie. Who is Winn Dixie? | Communicates "dog." | | | | | | |
| 6. Present student with adapted text and response cards. | The setting is a place in our story. "Where" asks for the setting, a place in our story. Where is the setting? | Selects Florida. | | | | | | |
| 7. Present student with adapted text, sentence strip, and voice output device if necessary. | I have a special job for you to do today while I read the chapter. I want you to listen for what Winn Dixie does. He's a happy dog who smiles a lot. When I read "and he smiled", I want you to help me read "smiled." (Hold up a sentence strip with the words "And he smiled." Point to the words as you read them, but wait for student to read the last word.) Let's practice "And he..." | Reads "smiled." | | | | | | |
| | | NUMBER CORRECT: | | | | | | |

Student Name: _____

| BUILD A GRADE ALIGNED COMPONENT: I. Word Study | | | | | | |
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| 3rd, 4th, 5th Objective: Identify and define key words related to the story. (See materials for vocabulary and pictures) | | | | | | |
| 8. Present student with adapted text, vocab response cards, and picture response cards. | Before we read our story, let's review some key words we will find in the first chapter. 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). Teacher shows (or reads) each word. Opal. | Reads/ selects "Opal." Matches to picture. | | | | |
| 9. See above. | Preacher. | Reads/ selects "Preacher." Matches to picture. | | | | |
| 10. See above. | Grocery store. | Reads/ selects "Grocery store." Matches to picture. | | | | |
| 11. See above. | Winn-Dixie | Reads/ selects "Winn-Dixie." Matches to picture. | | | | |
| 12. See above. | Smile | Reads/ selects "Smile." Matches to picture. | | | | |
| 13. See above. | Florida | Reads/ selects "Florida." Matches to picture. | | | | |
| 14. See above. | Store | Reads/ selects "Store." Matches to picture. | | | | |
| | | NUMBER CORRECT: | | | | |
| 3rd Objective: Identify and define key words related to the story. (See materials for vocabulary and pictures) | | | | | | |
| 15. Present student with picture response cards. | <i>(This step is optional for students who are learning to read independently):</i> Sometimes we can read new words 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). (Show, do not say) dog | Points to picture of dog. | | | | |
| 16. See above. | (Show, do not say) cat | Points to picture of cat | | | | |
| 17. See above. | (Show, do not say) sit | Points to picture of person sitting. | | | | |
| 18. See above. | (Show, do not say) sun | Points to picture of sun. | | | | |
| 19. See above. | (Show, do not say) can | Points to picture of can. | | | | |

Student Name: _____

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| <p>3rd, 5th Objective: Confirm or change a prediction about main idea of story using at least two details from story. (See materials for response options)</p> | | | | | | | | |
| 20. Provide student with adapted text and sentence strips. | <p>Before we start reading, I want you to think about what this chapter is about. Remember, we talked about the fact that Winn Dixie is a dog. Did you know Winn Dixie is the name of a grocery store? I shop at (name a local grocery store). Where does your family shop? Opal shops at Winn Dixie.</p> <p>Which of these do you think the story will be about? -A preacher goes to church -A girl buys apples at the grocery store -A girl finds a dog at a grocery store -A dog buries a bone</p> | Selects one sentence | | | | | | |
| 21. Provide student with adapted text and voice output device if needed. | <p>I am going to read our chapter aloud now. Follow along with me. Remember you are going to help me read “smiled” when I say “And he...” Ready? (Read the chapter aloud. When you get to “And he smiled”, read the sentence once. Then repeat “And he...” Wait for student to read “smiled.”)</p> | Reads “smiled” (may use voice output device). | | | | | | |
| 22. Provide student with adapted text, sentence strips and fact response strips. | <p>Now let’s see what our story was really about. (Show the sentence strips again.) We have to find a fact in our story to back up our choice. Let’s review the facts. Here are some facts. (Display 3 facts). -The preacher sent Opal to the store. -A dog was in the store. -Opal took the dog home. -What happened first?</p> | Communicates “The preacher sent Opal to the store.” (This may be communicated by pointing to the first picture/sentence strip or reading it. Option: you might have student put the number 1 by the first fact). | | | | | | |
| 23. See above. | What happened next? | Communicates “A dog was in the store.” | | | | | | |
| 24. See above. | What happened last? | Communicates “Opal took the dog home.” | | | | | | |

Student Name: _____

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| 25. See above. | So what was our story about? -A preacher goes to church -A girl buys apples at the grocery store -A girl finds a dog at the grocery store -A dog buries a bone Match the fact to the answer. | Matches "A girl finds a dog in the grocery store" to "A dog was in the store." | | | | | | |
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| 3rd Objective: Answer "who", "what", and "where" questions | | | | | | | | |
| 26. Provide student with adapted text, sight word response cards, and picture response cards. | Let's answer some questions about our story. Remember to think about what we read to find the <i>right</i> answer. <i>READER OPTION:</i> Use the sight words as the response options. <i>LISTENER OPTION:</i> Use the pictures as the response options Who" asks for the character- a person or animal. Who found the dog in the store? | Selects "Opal." | | | | | | |
| 27. See above. | "Where" asks for the place our story occurred. Where did the preacher send Opal? | Selects "grocery store." | | | | | | |
| 28. See above. | "What" asks for a fact from our story. What did Winn Dixie do when he saw Opal? | Selects "smile." | | | | | | |
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| 3rd, 4th Objective: Select the theme of the story when given four options and match to a supporting detail in the text. | | | | | | | | |
| 29. Provide student with adapted text and response cards. | You are doing a great job with our story today! Let's try something a little harder. Remember our author is Kate DiCamillo. The theme is the topic the story is about. Let's work together to find our theme. Let's begin by finding some facts about our main character. Who is Opal's father? | Communicates "Preacher." | | | | | | |
| 30. See above. | Does Opal have a mother? (Write "No mother") She must be lonely with no mother. | Communicates "no." | | | | | | |

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| 31. See above. | <p>Opal just moved to Florida. Sometimes when we are new in town we don't have many friends. Does Opal have any girls or boys as friends in our story?</p> <p>(Write "No friends") She must be lonely with no friends.</p> | Communicates "no." | | | | | |
| 32. See above. | <p>Which of these might be the theme of our story?</p> <p>-A dog as a friend -A boy as a friend -The fun of grocery shopping -Different kinds of dogs</p> | Communicates "A dog as a friend." | | | | | |
| 33. See above. | <p>Let's find something she does that shows us Winn Dixie is her friend. I'm going to reread a part of the story. (Read only p. 4). Who understood Opal?</p> <p>A friend understands. So we know Winn Dixie is her friend.</p> | Communicates "Winn Dixie" | | | | | |
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BUILD A GRADE ALIGNED COMPONENT

4th, 5th Fill in sentence using new vocabulary word based on context cues. (See materials for response board)

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| 34. Present student with adapted text and response cards. | <p>You have done such a great job with our story today. Let's do one more thing to become super readers. Let's play "Guess the Word". Give each student several pictures including the correct responses. Here is our first one. "The preacher sent me to the grocery store. I walked into the produce section."</p> <p>Who can find what produce means?</p> <p>Hint: Here's the hint "sent me to the grocery store. It's in a grocery store."</p> | Selects picture of fruits and vegetables. | | | | | |
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| 35. See above. | <p>Here's our next passage. "The manager was going to send the dog to the pound, but I kept him."</p> <p>Who can find what pound means? Hint: Here's the hint "send the dog". It's somewhere dogs go when they have no home.</p> | <p>Selects picture of dog in a cage (pound).</p> <p>Use same strategy for prompting as above/ and same game format.</p> | | | | | | | |
| 36. See above. | <p>Here's another passage, "He had always told me to help others. Winn Dixie needed my help....I gave Winn Dixie a bath."</p> <p>Who can find what "help others" means? Hint: Here's the hint, "Winn Dixie needed my help. I gave Winn Dixie a bath." Giving a dog a bath helps the dog be clean.</p> | <p>Selects picture of cleaning (not literally a dog bath).</p> | | | | | | | |
| 37. See above. | <p>Sometimes a word can have more than one meaning. Let's try a few. A "pen" can be something I use to write (show picture of <i>writing pen</i>). A "pen" can also be something a dog stays in (show <i>dog pen</i>). What does pen mean in this sentence- "A dog was in a pen."</p> | <p>Selects picture of dog pen.</p> <p>If not correct, restate the types of pens shown in italics on the left and let the student try again.</p> | | | | | | | |
| 38. See above. | <p>What does pen mean in this sentence- "I write with a pen."</p> | <p>Selects writing pen.</p> | | | | | | | |
| 39. | <p>Let's do another word. The word "pound" can be something we do with a hammer (pretend to pound the table). Or, a "pound" can be a place where dogs go that do not have a home. What does pound mean in this sentence. The manager said, "Put Winn Dixie in the pound."</p> | <p>Selects picture of dog pound.</p> | | | | | | | |
| 40. | <p>What does pound mean in this sentence- "I pound the nail."</p> | <p>Selects picture of hammer pounding nail</p> | | | | | | | |
| | | | <p>NUMBER CORRECT:</p> | | | | | | |