



National Center and State Collaborative



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

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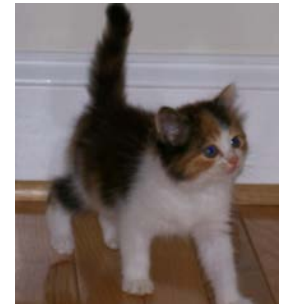
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LASSIS: Language Arts Sample Systematic Instruction Script

Theme: Pets

Grade Band: Elementary (Grades 3-5)

Focus: Using Informational Text



Topic	Access Point	Florida Standard	Essential Understanding	LASSI Objectives
TEXT FEATURES	LAFS.3.RI.2.AP.5a Identify and explain the purpose of a variety of text features (table of contents, index, glossary, charts, subheadings).	LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Identify the text feature (e.g., charts, illustrations, maps, titles). Locate information in a variety of text features.	1. Locate information on a website using text features.
	LAFS.3.RI.3.AP.7a Use illustrations (e.g., maps, photographs) in informational texts to answer questions.	LAFS.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).	Identify an illustration in text. Recall information from a text feature (e.g. map, photograph, graph).	2. Answer “wh” questions using illustrations (from a website and/or text).
COMPREHENSION	LAFS.3.RI.1.AP.2a; LAFS.3.SL.1.AP.2b Determine the main idea	LAFS.3.RI.1.2 Determine the main idea of a text; recount the	Identify the topic of a text or information presented in diverse media.	3. Identify the main idea of informational

Topic	Access Point	Florida Standard	Essential Understanding	LASSI Objectives
	of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	key details and explain how they support the main idea.		text from read aloud, internet, or video clip.
	LAFS.3.RI.1.AP.2b Determine the main idea of a text; recount the key details and explain how they support the main idea.	LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Identify the topic of a text. Identify a supporting detail of the topic in a text.	4. Identify the topic and supporting details.
	LAFS.4.RI.1.AP.2a Determine the main idea of an informational text.	LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Identify the topic of a text.	Same as above
	LAFS.5.RI.1.AP.2a Determine the main ideas of a text. LAFS.5.RI.1.AP.2b Identify key details that support the main idea.	LAFS.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Identify the topic of text. Identify a key detail of the topic in a text.	Same as above
	LAFS.5.RI.3.AP.8a Explain how an author uses reasons and evidence to support particular points in a text.	LAFS.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Identify main/key ideas/points in a text. Identify examples/evidence an author uses to support points.	5. Identify topic and supporting details that the author uses.
	LAFS.4.RI.3.AP.7a Identify relevant information presented visually, orally or	LAFS.4.RI.3.7 Interpret information presented visually, orally or quantitatively (e.g., in	Identify basic text features (e.g., charts, graphs, diagrams, time lines, maps).	6. Pose and answer a question using a

Topic	Access Point	Florida Standard	Essential Understanding	LASSI Objectives
	quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) to answer questions.	charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Locate information with a text feature.	website or hard copy text.
	LAFS.4.RI.3.AP.7c Summarize information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	LAFS.4.RI.3.7 Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Locate information within a simplified chart, map or graph. Explain the purpose of a given chart, map or graph. Describe the purpose of a specified aspect within a chart, map or graph.	7. Explain what a chart or illustration tells you that is not in the text.
TEXT STRUCTURE	LAFS.5.RI.2.AP.5d Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.	LAFS.5.RI.2.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.	Identify a similarity between two pieces of information from a text. Identify a difference between two pieces of information from a text. Identify elements of text structure (e.g., chronology, comparison, cause/effect, and problem/solution).	8. Compare 2 texts for sequence or cause/effect, or problem/solution.

Be sure to provide specific practice to students on the skills that correspond to their grade level.

Materials Needed: Print the adapted articles, graphs, 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 articles, graphs, and graphic organizers. Note that the articles are written in Level 3 text (no picture icons; the Lexile level of the adapted 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., “Taking care of pets is hard work.”) For students with the most significant or multiple disabilities, objects can be used to augment the story (e.g., small animals for pets, a dog toy for play).

BUILD ESSENTIAL UNDERSTANDING

(See teacher materials for adapted texts, graphs, response boards, and response options.)

INTRODUCE TEXT

(attention getter activity) Show pictures of pets and/or objects commonly used in caring for pets (e.g., pet food, water bowl, pet toy). Ask students if they have a pet. Make a list of students’ pets on the board. Point out the most popular and unusual pets. Show students the first article for the lesson (i.e., *Taking Care of Your Pet*). **We are going to read some articles about pets. We will also visit a website on the internet about pets. 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, heart 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.	depend (to need help)	 Reads/selects “depend.” 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.	obedience (follows the rules)	Reads/selects “obedience.” Matches to picture.

Step	Teacher shows (or reads) each word	Student Response
3.	housebreaking (teaching pets to use the bathroom outside)	Reads/selects "housebreaking." Matches to picture.
4.	scraps (leftover food)	Reads/selects "scraps." Matches to picture.
5.	shelter (protection from weather)	Reads/selects "shelter." Matches to picture.
6.	veterinarian (an animal doctor)	Reads/selects "veterinarian." Matches to picture.
7.	vaccination (medicine that protects people and animals from disease)	Reads/selects "vaccination." Matches to picture.
8.	thrive (grow)	Reads/selects "thrive." Matches to picture.
9.	affection (love)	Reads/selects "affection." Matches to picture.
10.	gentle (soft)	Reads/selects "gentle." Matches to picture.

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.

Step	Teacher Says/Does	Student Response
11.	Give students a copy of the article <i>Taking Care of Your Pet</i> . Find the title of the article. (Note: teachers may choose to skip this step in future lessons.)	Points to <i>Taking Care of Your Pet</i> . (Teacher reads title. If student needs help, use LIP). REMEMBER TO PRAISE EACH CORRECT RESPONSE!
12.	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>." Read the article.	Reads "hard work" (e.g., student may use voice output device to say "hard work" or speak the words to help read it).









BUILD A GRADE-ALIGNED COMPONENT: II. PASSAGE COMPREHENSION (The articles, graphs, response options, and response boards are found at the end of this lesson.)

READ ADAPTED TEXT: Read Article #1 - *Taking Care of Your Pet* aloud. Some students may be able to read this passage aloud for you.

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



LISTENER OPTION: Use the pictures as the response options.

Step	Teacher Says/Does	Student Response
13.	<p>After reading the article, <i>Taking Care of Your Pet</i>, give each student a copy of the Topic Graphic Organizer. 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.)</p> <ul style="list-style-type: none"> - chocolate - fish - pets - dogs <p>What is the topic of this article?</p> <p>Assist students as needed to affix the response option "pets" or write the word "pets" in the center box of the graphic organizer under "topic."</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> <div style="text-align: right;">  </div> <p>Affixes the response option for "pets" or writes the word "pets" in the center of the graphic organizer.</p>
14.	<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.</p> <p>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> <div style="text-align: right;">  </div> <p>Affixes "food" to graphic organizer.</p>
15.	<p>What is the second heading?</p>	<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>

Step	Teacher Says/Does	Student Response
		 <p>Affixes "water" to graphic organizer.</p>
16.	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.	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.	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>
19.	<p>Point to the graphic organizer. Our topic is "pets" and we have five heading clues about "pets." Review facts with students, pointing to the graphic organizer. With this information, we can identify the main idea. The main idea is an important idea in a text. What is the main idea of this article?</p> <ul style="list-style-type: none"> - chocolate is bad for you - dogs make the best pets - taking care of pets - all pets should be outside 	<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>


Step	Teacher Says/Does	Student Response
	Assist students in affixing or writing the main idea on the graphic organizer. Now the graphic organizer is complete.	
20.	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?	Selects "inform" from three response options. If students need more help, point out that the article is telling you facts about taking care of pets. It does not entertain you or try to persuade you about an issue. Option: show examples of each kind of article and point out the similarities and differences to this article.

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 – *10 Most Popular Pets in America*. Note: You will need a computer with internet connection.

Step	Teacher Says/Does	Student Response
21.	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?	Selects "most", "popular", "pets" from response options. Students may verbally generate other answers. Use LIP if student does not provide the correct response. 
22.	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?	Communicates "dog". Students may point to the picture of the dog in the graph or say it aloud. Use LIP if student does not provide the correct response. 
23.	What pet is the least popular?	Communicates "gerbil". Students may point to the picture of the gerbil in the graph or say it aloud. Use LIP if student does not provide the correct response.


Step	Teacher Says/Does	Student Response
24.	<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>Assist students in copying and pasting the URL into their browser: Click Here</p> <p>Note: If internet access is not available, use an alternative source of information (e.g., book from the library, newspaper article).</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. Use LIP if student does not provide the correct response.</p>
25.	<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 (i.e., dog) is the same.)</p>	<p>Communicates "yes" either verbally or by pointing to the response option on the response board. Use LIP if student does not provide the correct response.</p>


4th Objective: Explain what a chart or illustration tells you that are not in the text. Use Article #2 – *Most Popular Pet in America*.

Step	Teacher Says/Does	Student Response
26.	<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 may highlight what is in the text or include what 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</p>	<p>Selects "popular puppy names" from four choices.</p> <p>If student does not select/point to "popular puppy names," use LIP and point to word in article.</p> 

Step	Teacher Says/Does	Student Response
	<p>us that dogs are the most popular pet. What does the table tell us that is not in the article? 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>	

5th Objective: Compare 2 texts for sequence, or cause/effect, or problem/solution. Use Article #3 – *Better the Second Time Around* and Article #4 – *Fun Pet Facts*.

Step	Teacher Says/Does	Student Response
27.	<p>Give students Article #3 – <i>Better the Second Time Around</i>. Text structure is the way the text is organized or put together. Text structure can also help us understand text. 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 you to help me 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 ...<u>great!</u>”</p>	<p>Communicates “great!”</p> 
28.	<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>	<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 as described in the Instructional Resource Guide (Reminder: 1st prompt- reread 2-3 sentences with answer in them; 2nd prompt- reread sentence with answer; 3rd prompt- reread answer and point to answer in text; 4th prompt- guide student to point to answer).</p>

Step	Teacher Says/Does	Student Response
29.	What was the problem stated in the article? (If needed, reread the first paragraph.)	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 as described in Instructional Resource Guide.
30.	The author offers a solution. What is the solution? (If needed, reread the first paragraph.)	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 as described in Instructional Resource Guide.
31.	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.	 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.
32.	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? 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.	Selects “persuade” from the response options or says the words verbally or with their AAC. If students need more help, see hint.
33.	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 “Fun Pet Facts”. Point to the title. I need your help to read. I’m going to read the number of the fact and you say “fun fact.” 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 fun fact”... Good. I think you’ve got it. Read Article #4 – <i>Fun Pet Facts</i> .	Reads “fun fact.”

Step	Teacher Says/Does	Student Response
34.	<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.</p> <p>Let's compare the text structure of this article with the article, <i>Better the Second Time Around</i>. Are the structures the same?</p> <p>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>

We are finished reading about pets. Thank you for reading the articles with me today and for learning about pets.

ADDITIONAL ACTIVITIES TO EXTEND AND ENRICH THE LESSON (See teaching materials for graphic organizers.)

Visit a veterinarian

Here's some great informational texts to read aloud:

- *I Want to Be a Veterinarian* (Stephanie Maze)
- *Veterinarian* (William David Thomas)
- "Good Pet, Bad Pet" (Ranger Rick, June, 2002; Elizabeth Schleichert, editor)
- *National Geographic Encyclopedia of Animals* (Karen McGhee and George McKay)
- *Adopting Pets* (Bill Gutman)
- *Puppy Training for Kids* (Sarah Whitehead)
- *Are You the Pet For Me?* (Mary Jane Cheechi)

NOTE TO TEACHER: Repeat the lesson using articles found in popular age-appropriate children's magazines.

Find informational articles to use in future lessons in the following magazines for kids:

National Geographic Kids [Click Here](#)

Your Big Backyard

Sports Illustrated Kids [Click Here](#)

Ranger Rick Magazine [Click Here](#)

Kids Discover [Click Here](#)

When selecting articles:

1. Select an age-appropriate informational text
2. Summarize the text (e.g., 300-550L)
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. Develop response options for receptive responding
8. Have fun!

BUILD TOWARDS GRADE LEVEL COMPETENCE (Level 4 Text)

Internet Website

To build toward grade-level reading, have students access the PBS *It's My Life* website (see link on right). On the website, students can read articles about friends, family, school, body, emotions, and money. Most of the articles adapted for this lesson were found under Family. Students can also play games, watch videos, get advice, and blog on the IML blog.

[Click Here](#)

BUILD TOWARDS INDEPENDENT READING (Using text at 1st to 2nd grade reading level.)

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.	Pet	Reads "pet." Points to pet. (If student needs help on these words, show how sound it out /p/ /e/ /t/.)
2.	Puppy	Reads "puppy." Points to puppy.
3.	Kitten	Reads "kitten." Points to kitten.
4.	Chew	Reads "chew." Points to a picture of chewing.
5.	Big	Reads "big." Points to big.

Have the student read the text aloud (or silently) and then answer each comprehension question from: Level 4 Article Comprehension Questions Response Board

Article	Comprehension Questions
I am getting a new pet. Should I get a puppy or a kitten? A puppy can be a lot of work. A kitten can be a lot of work. Maybe I will get an older pet. An older pet will not chew my slippers. An older pet is as big as they will get. An older pet will love me!	What is this article about? (getting a new pet) Which pet can be a lot of work? (puppy or kitten) Will an adult pet get bigger? (no) What will an adult pet do? (love me)

GENERALIZATION ACROSS MATERIALS –
 Repeat this lesson using a recipe for Snickerpoodles.

Recipe	“Wh” Questions	Context Clues	Topic/Main Idea/ Theme	Other Ideas
<p>Read the recipe for Snickerpoodles dog treats.</p>	<p>What is this a recipe for? (dog treats) How much honey does the recipe call for? (1 cup) What do you do with the dough after it is kneaded? (shape into balls) How long do the treats bake? (8-10 minutes) Why do you think the treats have to cool once you take them out of the oven? (So the dog doesn't burn its mouth.) Think-aloud: If students need help answering this question, use a think-aloud (e.g., ask what would happen if they ate a hot cookie, and if more help is needed, say what would</p>	<p>Who can guess what the word “knead” means? Passage: <i>Knead dough until well mixed.</i></p>	<p>Topic: dog treats</p>	<p>Make a grocery list of the ingredients needed to make the dog treats.</p>

Recipe	"Wh" Questions	Context Clues	Topic/Main Idea/ Theme	Other Ideas
	happen if you ate a hot cookie).			

REAL LIFE READING. 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.