



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 1 High School Vocabulary and Acquisition 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 lesson were developed as part of the National Center and State Collaborative by Caryn Allison, Alicia Saunders, Angel Lee, and Diane Browder, 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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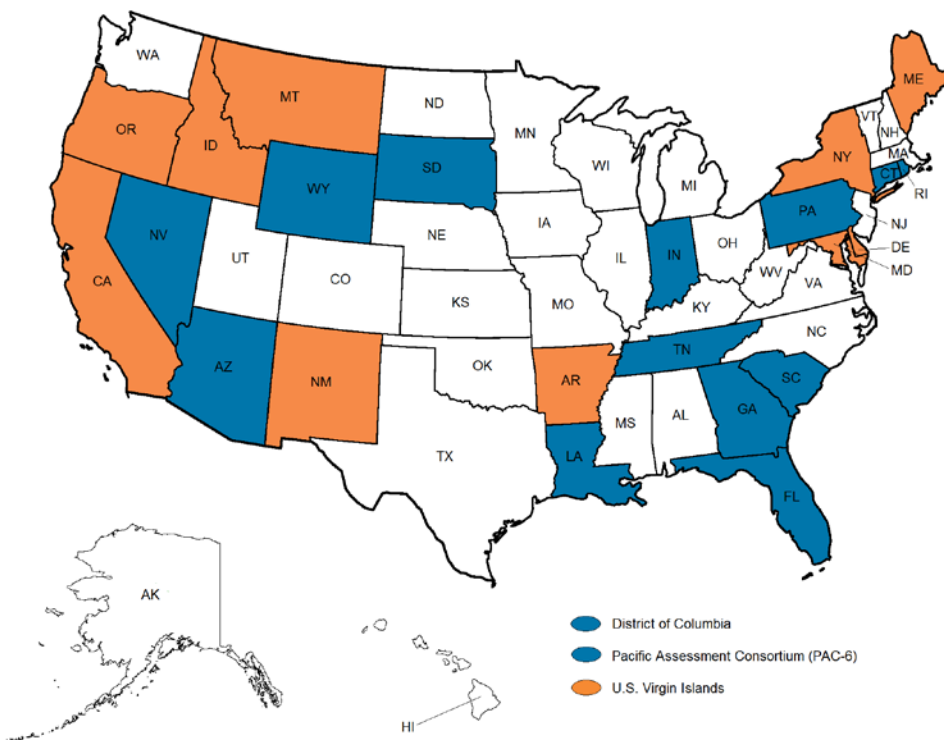


National Center and State Collaborative

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 1 High School Vocabulary and Acquisition Progress Monitoring

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Student Name: _____

**High School LASSI Progress Monitoring Data Sheet
Building Understanding of Words and Stories: The Pearl**

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 Date:</i>						
1. Present student with book cover.	INTRODUCE TEXT (i.e., attention getter activity) Show a picture of several pets (you may have students bring pictures of their pets). Ask students how they got their pet. Show the book <i>The Pearl</i> . We are going to be reading a book about a family. Today we will read from a novella. A novella is longer than a short story but shorter than a novel. Show line that shows a novella in between a short story and a novel. This novella is called <i>The Pearl</i>. The author is John Steinbeck.							
2. Present student with book cover and picture response cards.	Look at the cover. What do you think this novella will be about? Let the picture on the cover help you.	Communicates "family."						
3. See above.	A character is a person in a story. Listen while I read some sentences from our first chapter. (Read 1 st two sentences in second paragraph). "Who" asks for the name of a character. Who is a character in our story?	Selects Kino.						
4. See above.	In this novella, there is more than one character that we have already read about. Who is another character? Show the character page and introduce the remaining characters: Coyotito and the doctor.	Communicates "Juana."						
5. See above.	The setting is a place in our story. "Where" asks for the setting, a place in our story. Where is the setting?	Selects the ocean.						

Student Name: _____

6. Present student with adapted text, sentence strip, and voice output device if necessary.	I'd like your help reading the chapter. I want you to listen for a sentence about Kino and Juana. They love their family. When I read "Kino and Juana love their", I want you to help me read "family." (Hold up a sentence strip with the words "Kino and Juana love their family." Point to the words as you read them, but wait for student to read the last word.) Let's practice "Kino and Juana..."	Reads "family" (e.g., student may use voice output device to say "family" or speak the word to help read it).						
		NUMBER CORRECT:						

BUILD A GRADE-ALIGNED COMPONENT: I. WORD STUDY

Objective: Identify and define key words related to the story. (See materials for vocabulary and pictures)

7. Present student with adapted text, vocab response cards, and picture response cards.	<i>READER OPTION:</i> Student reads each sight word and matches it to the picture. <i>LISTENER OPTION:</i> Teacher reads the word, student finds the picture. 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). Song (Show or read)	Reads/ selects "song". Matches to picture.						
8. See above.	Ancient (Show or read)	Reads/ selects "Ancient." Matches to picture.						
9. See above.	Scorpion (Show or read)	Reads/ selects "Scorpion." Matches to picture.						
10. See above.	Pulverized (Show or read)	Reads/ selects "Pulverized." Matches to picture.						
11. See above.	Procession (Show or read)	Reads/ selects "Procession." Matches to picture.						
12. See above.	Poor (Show or read)	Reads/ selects "Poor." Matches to picture.						
13. See above.	Money (Show or read)	Reads/selects "Money." Matches to picture.						
14. See above	Happy (Show or read)	Reads/selects "Happy." Matches to picture.						

Student Name: _____

		NUMBER CORRECT:					
BUILD A GRADE-ALIGNED COMPONENT: II. PASSAGE COMPREHENSION							
Objective: Confirm or change a prediction about main idea of story using at least two details from story. (See materials for sentence strips)							
15. Present student with adapted text and picture response cards.	<p>Before we start reading <i>The Pearl</i>, I want you to think about what this chapter is about. Remember, we talked about the fact that there are two characters: Kino and Juana. Let's look at some illustrations from <i>The Pearl</i>.</p> <p>Which of these do you think the story will be about?</p> <ul style="list-style-type: none"> - Kino, Juana, and their baby. - A man catches a fish. - A doctor helps sick people. - Neighbors get together. 	Selects one sentence.					
16. Present 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 "family" when I say "Kino and Juana..." Ready?</p> <p>(Read the chapter aloud. When you get to "Kino and Juana loved their family", read the sentence once. Then repeat "Kino and Juana..." Wait for student to read "family.")</p>	Reads "family" (may use voice output device).					
17. Provide student with adapted text and sentence strips.	<p>Now let's see what our story was really about. (Show the sentence strips again.) Let's look at facts from the chapter. We need to have facts to back up our choice. Let's review the facts. (Display 3 facts).</p> <ul style="list-style-type: none"> - Kino, Juana, and Coyotito live together in a simple brush house. - Coyotito gets stung by a scorpion. - Kino and Juana take Coyotito to the doctor for help. <p>What happened first?</p>	Communicates "Kino, Juana, and Coyotito live together in a simple brush house." (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).					
18. See above.	<p>What happened next?</p>	Communicates "Coyotito gets stung by a scorpion."					

Student Name: _____

19. See above.	What happened last?	Communicates "Kino and Juana take Coyotito to the doctor for help."						
20. See above.	So what was our story about? - Kino, Juana, and their baby. - A man catches a fish. - A doctor helps sick people. - Neighbors get together. Match the fact to the answer.	Communicates "Kino, Juana, and their baby."						
		NUMBER CORRECT:						
Objective: Answer "who", "what", "where", and "why" questions								
21. Present student with sight word response cards, picture response cards, and adapted text.	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. Who got stung by the scorpion?	Selects "Coyotito."						
22. See above.	"Where" asks for the place our story occurred. Where did Kino and Juana live?	Selects "In a brush house."						
23. See above.	"What" asks for a fact from our story. What stung Coyotito?	Selects "A scorpion."						
24. See above.	"Why" asks for reasons from the chapter. Why did Kino think the doctor would not help Coyotito?	Selects "they were poor."						
		NUMBER CORRECT:						

Student Name: _____

<p>25. Write Kino and Juana. Point to each one and read the name, allowing the student to point.</p>	<p>You are doing a great job with <i>The Pearl</i> today! Let's try something a little harder. Let's look at a summary of the chapter. The summary is a short version of the chapter that includes the main character and key events and details. We will need to select key details from the chapter that support the summary. Let's begin by thinking about our main characters. Here are two main characters from the chapter. Point to each one as I read the name.</p> <p>Write Kino and Juana. Point to each one and read the name allowing the student to point.</p>	<p>Communicates "Kino and Juana" as they are read aloud.</p>					
<p>26. Present student with adapted text and response cards.</p>	<p>What do we know about Kino and Juana.</p> <ul style="list-style-type: none"> - Kino and Juana love their family. - Coyotito is a girl. - Juana likes to sew. 	<p>Communicates "Kino and Juana love their family."</p>					
<p>27. See above.</p>	<p>Good. Now listen to this summary of the chapter. Read summary. Kino was a fisherman who lived in a brush house with Juana and his baby, Coyotito. Kino lived a simple life.¹ The baby was stung by a scorpion and needed a doctor. Kino did not have money to pay the doctor.² The doctor would not help the baby.</p> <p>Is this a good summary?</p>	<p>Communicates "yes."</p>					

Student Name: _____

<p>28. See above.</p>	<p>Let's find key details in the chapter that support the summary. Listen to this sentence. Kino lived a simple life.₁</p> <p>Which of these details from the chapter support the idea that Kino had a simple life? - Kino lived in a simple house and ate a simple breakfast of corncakes and syrup. - Kino watched the ocean. - George drove a car.</p>	<p>Communicates "Kino lived in a simple house and ate a simple breakfast of corncakes and syrup."</p>						
<p>29. See above.</p>	<p>Let's find key details in the chapter that support another sentence in the summary. Listen to this sentence from the summary. Kino did not have money to pay the doctor.₂ The doctor would not help the baby. Which of these details from the chapter support the idea that the doctor would not help the baby?</p> <p>- The doctor was rich and did not help poor people like Kino and Juana. - The doctor lived in a big house. - Isabella made pottery.</p>	<p>Communicates "The doctor was rich and did not help poor people like Kino and Juana."</p>						
		<p>NUMBER CORRECT:</p>						

BUILD A GRADE-ALIGNED COMPONENT: III. CONTEXT CLUES

BUILD A GRADE-ALIGNED COMPONENT – Fill in sentence using new vocabulary word based on context cues.

<p>30. Present students with adapted text and picture response cards.</p>	<p>Here is our first word. Listen in the sentence for the word “froze”. “Kino and Juana saw a scorpion crawling down the rope to the hanging box. A scorpion is an animal with eight legs, claws, and a tail with a stinger. Kino and Juana froze where they stood. The scorpion was very dangerous.”</p> <p>Who can find the picture that shows what froze means in the sentence?</p> <p>Hint: Here’s the hint, watch me...model freezing in a position...Look at me, I am being really still.</p>	<p>Selects text and picture of “They stood very still.”</p>						
<p>31. See above.</p>	<p>Here’s our next word, brush house. You may not know this word. See if the sentences help you know what a brush house is. “Kino was a poor fisherman. He, Juana, and Coyotito live in a <i>brush house</i>, a simple house made of bundles of straw fastened together to form walls and a roof.”</p> <p>Who can find the picture of a brush house?</p> <p>Hint: Here’s the hint “a house made of straw fastened together to form walls and a roof.”</p>	<p>Selects picture a brush house.</p>						
<p>32. See above.</p>	<p>Here’s our next word, hanging box. You may not know this word. See if the sentences help you know what a hanging box is. “Juana prepared the fire to make a simple breakfast of corncakes and syrup. Then, still in her bare feet she went to the <i>hanging box</i> where Coyotito slept to check on the baby.”</p> <p>Who can find the picture of a hanging box?</p>	<p>Selects picture of Coyotito’s hanging box.</p>						

Student Name: _____

<p>33. See above.</p>	<p>Last one! Listen to these sentences from the chapter. Listen for the word indigent.</p> <ul style="list-style-type: none"> - Some of the newcomers appraised Juana's old blue skirt and Kino's tattered blanket and they knew they were indigent. - He became angry because he did not want to be bothered. The doctor was rich and did not help indigent babies like Coyotito. He asked if Kino had money to pay. <p>What do you think the word indigent means?</p> <ul style="list-style-type: none"> - They wore old clothes and had an old blanket. They did not have any money. Indigent means poor. - The doctor was rich. Indigent means rich. - Juana wore an old blue skirt. Indigent means blue. <p>Hint: The dictionary says that indigent means: very needy</p>	<p>Selects They wore old clothes and had an old blanket. They did not have any money. Indigent means poor.</p>						
		NUMBER CORRECT:						