



National Center and State Collaborative

# **Language Arts Sample Systematic Instruction Script (LASSIS): Unit 3 High School Narrative Text Teacher Materials**

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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 Melissa Hudson, 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](mailto: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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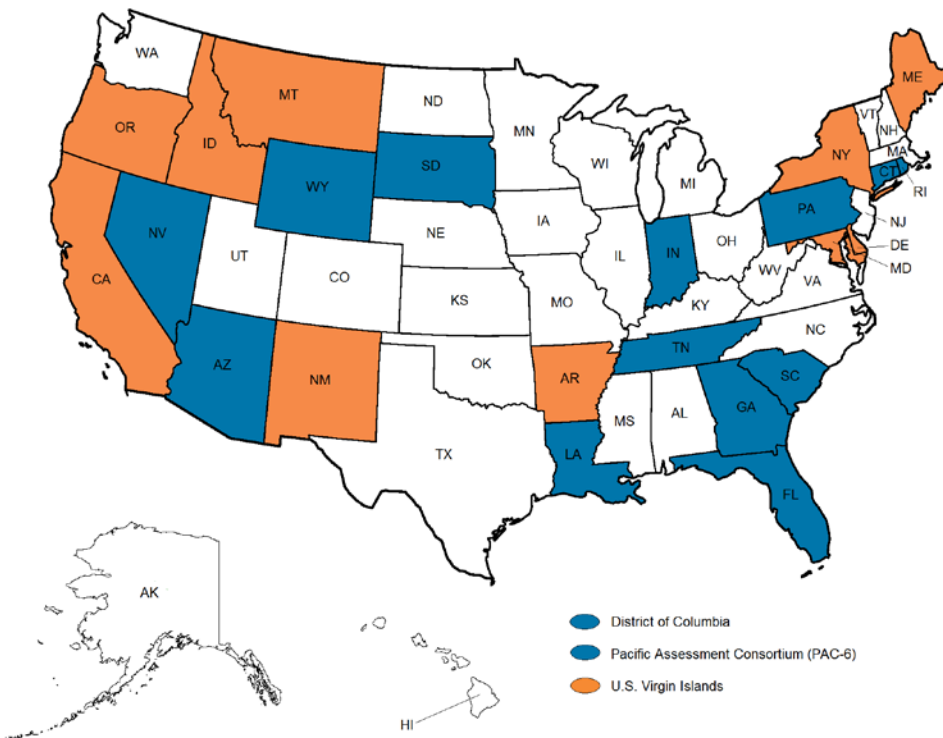


National Center and State Collaborative

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)<sup>1</sup>, 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.

<sup>1</sup> 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).



National Center and State Collaborative

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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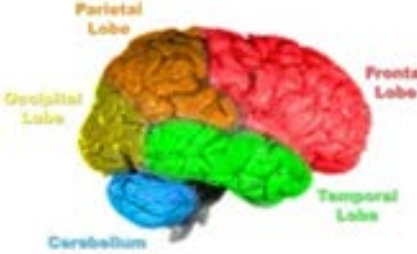






December 2013

**Marcelo needs to learn to  
live in the real world.**

**Vocabulary**  
**Identify/Match**

<b>Marcelo</b>	<b>Arturo</b>	<b>Aurora</b>
<b>research</b>	<b>straightforward</b>	<b>Asperger Syndrome</b>
<b>independent</b>	<b>responsible</b>	<b>tree house</b>
<b>internal music</b>		

## Vocabulary Response Board



## Comprehension Questions Response Boards

### Story Map

Who are the characters in the story?



**Marcelo**



**Arturo**



**Aurora**



**Marcelo's  
sister**



**doctor**



**horse worker**

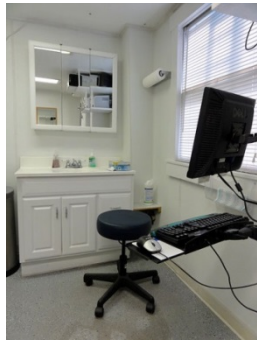
**Where is the setting of the story?**



**stable**



**home**



**doctor's office**



**school**

What is the problem in the story?



**steak**



**music**



**school**



**horses**

**What does Arturo want Marcelo to do? (Step 19)**



**work at the law firm  
for the summer**



**clean the grill when  
he is finished**



**work in the stable**



**live in a tree house**

**Where does Marcelo want to go to school? (Step 20)**



**Patterson**



**Oak Ridge High School**



**Church**



**Home**

**What decision will Marcelo be allowed to make if he works at the law firm this summer? (Step 21)**



**who he is friends with**



**what he wants to eat**



**what to wear to a party**



**where he goes to school his senior year**

**What does Marcelo want to do? (Step 22)**



**work in the mail  
room**



**clean the grill**



**go to Patterson  
his senior year**



**take music  
lessons**

**Theme Response Board (Steps 23-32)**



**stable man**



**likes the ponies**



**train ponies**



**easy**

**What line in the story tells you the work will be easy for Marcelo?**



**I am very good with the ponies.**



**I got a summer job at Patterson as the stable man.**





**I will help take care of the ponies and the stable.**

**Children with disabilities come to Patterson to ride the ponies.**



**mail room**



**learn to be independent and responsible**



**NO**

**no**

What line from the story tells you that Arturo doesn't think Marcelo can learn to be independent and responsible at Patterson? (Step 31)



**Life is too easy for me at Patterson.**



**My job as stable man will continue into next year.**



**He laughs and says it is totally empty.**



**Arturo wants to send me to Oak Ridge High.**

**Theme Sentence Strips (Step 32)**



**change is hard**



**pony therapy is good for children**

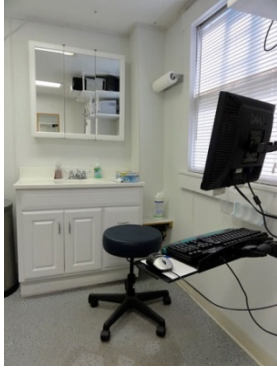


**summer jobs are important**



**Sons should always work with their fathers.**

## Plot Graph Response Options



**Marcelo is at the doctor's office.**



**Arturo wants Marcelo to work at the law firm and go to school at Oak Ridge.**



**Marcelo and Arturo disagree about work and school.**



**Arturo makes Marcelo an offer. "If I work hard in the mail room, then I can choose where to go to school."**



**Marcelo goes to the tree house to think.**



**Marcelo might work at the stable instead of the law firm.**



## Context Clues Response Board

What does a stable man do? (Steps 40-43)



**take care of  
ponies**



**build houses**

What does the word straightforward mean?



**Go straight**



**Say what you  
mean**

What does “real stuff” mean?



**actually listening  
to music**



**new clothes**

What does the author compare internal music to?



**A watermelon**

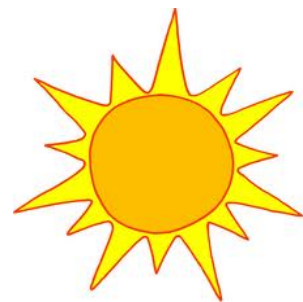
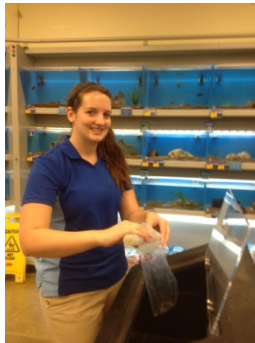


**A CD**

## Independent Reader Option

(This activity is optional for students learning to read independently)

<b>tree</b>	<b>sister</b>	<b>job</b>
<b>ponies</b>	<b>work</b>	<b>sun</b>



## Build Toward Independent Reading (Level 2 Text)

### Chapters 1-4



Hi. My name is Marcelo. I am 17 years old.

My father is Arturo. My mother is Aurora.

My dog is Namu. He is a German shepherd.

I live in a tree house. My sister got the idea after watching a movie about a family that lived in a tree.

I have one more year of school.

My school is Patterson.

Patterson is a private school for people with Autism.

I have Asperger Syndrome, a kind of Autism.

I like going to school at Patterson.

I have a special job there. I take care of the ponies and stable.

My father wants me to work at his law firm.

I can work in the mail room.

He says the job will teach me responsibility.

I think I can learn responsibility as the stable man.

Arturo thinks I need to learn to work in the real world.



## Independent Reading Response Board



**Marcelo**



**Namu**



**tree house**



**Patterson**



**stable man**



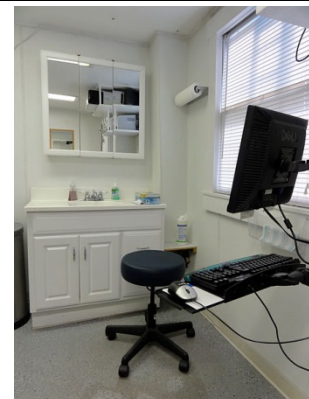
**law firm**



**responsibility**



**Aurora**



**doctor's office**

## Generalization Text: Equine Therapy for Children with Asperger Syndrome



<sup>1</sup> Therapy animals may be beneficial for children with Asperger Syndrome (AS). Equine or horse assisted therapy seems to have the best results due to four reasons. First, the rhythmic back and forth motion of riding a horse relaxes the children. It is very important to get a good match between the horse and rider. Some equine therapy ranches even let the horse pick the child. It's a unique method that has had excellent results. A staff person leads a child to a horse and watches the horse's reaction. If the horse dips his head or nuzzles the child, the child has been "chosen."

<sup>2</sup> Second, the child's tactile senses are stimulated while riding. The horse's skin is fuzzy. The mane and tail are rough. The nose is soft. Discovering these sensations can help draw a child out. This, in turn, can stimulate verbal communication and interest in other physical objects.

<sup>3</sup> Third, a child's motor skills are improved as the child learns to ride. As the child's motor skills improve, their self-confidence increases. Increases in self-confidence can improve the child's desire and willingness to learn skills at home and school. The reason? Learning is no longer scary, but fun.

<sup>4</sup> Fourth, a child's ability to interact socially is often improved. Children learn how to interact with counselors and other staff during the sessions. Likewise, group sessions offer opportunities for children to work and play with other children. Children learn how to handle relational conflict and help others. Counselors always have stories to tell of the dramatic improvements they see in the children. Not only are basic communication and motor skills improved, but many children experience improvements in their overall moods. For example, children who had angry outbursts are calmer. Other children, who rarely smiled, smile more often.

<sup>5</sup> In conclusion, the introduction of the animal seems to calm and soothe children. The playful nature of the animals seems to draw children with AS out of their shells. Children have become more open as a result of equine assisted therapy. Often, they begin making eye contact with the animal first, then with other people next.

## Generalization Text Response Board



**horse**



**soft**



**fun**



**Internet**



**rough**



**library**



**inform**



**persuade**



**entertain**

## Topic Sentence Strips

What is this article about?



**exercising horses**



**equine therapy for children with Asperger Syndrome**







**verbal and nonverbal communication**










**jobs working in a stable**

## Image Attribute Table: Marcelo in the Real World

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