



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 1 Middle 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 Alicia Saunders, Angel Lee, Caryn Allison, 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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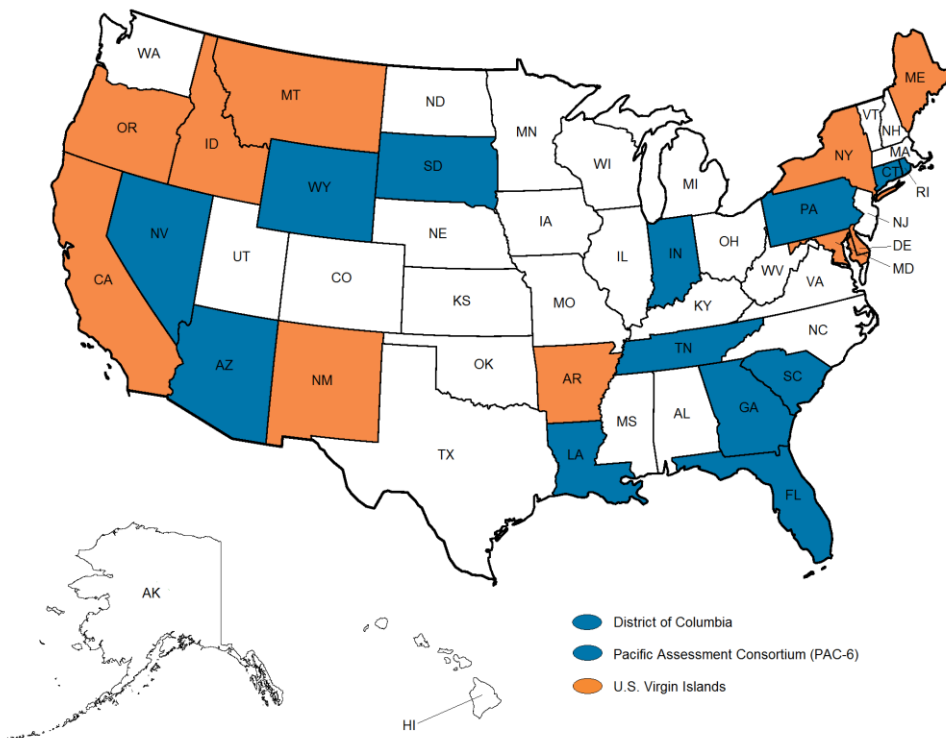


National Center and State Collaborative

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.



150 Pillsbury Drive SE
207 Pattee Hall
Minneapolis, MN 55455
Phone: 612-708-6960
Fax: 612-624-0879
www.ncscpartners.org



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

Caryn Allison
Diane Browder
Angel Lee
Alicia Saunders

December 2013

Student Name: _____

Middle School LASSI Progress Monitoring Data Sheet
Building Understanding of Words and Stories: Cheaper by the Dozen

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> | | | | | | |
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| 1. Present student with book cover. | INTRODUCE TEXT (i.e., attention getter activity) Show a picture of a large family (you may have students bring pictures of their families). Ask students how many siblings they have. Show the book <i>Cheaper by the Dozen</i> . We are going to be reading a book about a large family with 12 children. 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 adapted text and picture response cards. | A <i>character</i> is a person or people 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 "Dad." | | | | | | |
| 4. See above. | Remember, <i>characters</i> are people in a story. Listen while I read the first page of our first chapter. (Read 1st page). "Who" asks for the name of a character or set of characters in the story. Who are the characters in our story? | Selects "Gilbreth family." | | | | | | |
| 5. See above. | The <i>setting</i> is a place in our story. "Where" asks for the setting, a place in our story. Where is the setting? | Selects Montclair, New Jersey. | | | | | | |

Student Name: _____

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| <p>6. Present student with adapted text, sentence strip, and voice output device if necessary.</p> | <p>I have a special job for you to do today while I read the chapter. I want you to listen for what Dad does. He loves his family and is very proud of them. When I read “Dad was proud of his family.” I want you to help me read “proud” and “family.” (Hold up a sentence strip with the words “Dad was proud of his family.” Point to the words as you read them, but wait for student to read the last word.) Let’s practice, “Dad was...of his...”</p> | <p>Reads “proud” and “family” (e.g., student may use voice output device to say “proud” and “family” or speak the word to help read it).</p> | | | | | | |
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BUILD ESSENTIAL UNDERSTANDING: Key Vocabulary and Building Phonetic Awareness

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

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| <p>7. Present student with adapted text, vocab response cards, and picture response cards.</p> | <p><i>READER OPTION:</i> Student reads each sight word and matches it to the picture. <i>LISTENER OPTION:</i> Teacher reads the word and student finds the picture. (More support: Some students may need to select an object that represents the word).</p> <p>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).</p> <p>Dad (Show or read)</p> | <p>Reads/ selects “dad.” Matches to picture.</p> | | | | | | |
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| 8. See above. | Proud (Show or read) | Reads/ selects "Proud." Matches to picture. | | | | | | |
| 9. See above. | Family (Show or read) | Reads/ selects "Family." Matches to picture. | | | | | | |
| 10. See above. | Job (Show or read) | Reads/ selects "Job." Matches to picture. | | | | | | |
| 11. See above. | Loved (Show or read) | Reads/ selects "Loved." Matches to picture. | | | | | | |
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BUILD A GRADE-ALIGNED COMPONENT: PASSAGE COMPREHENSION (Topic and Supporting Details)

6th, 7th, 8th Objective: Confirm or change a prediction about topic of story using at least two supporting details from story (6.RL.b2; 7.RL.j1, 8.RI.j1). See materials for response options.

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| 12. Present student with adapted text and response options. | <p>READ ALOUD ADAPTED TEXT: Do step 12 with students first, and then read Chapter 1 aloud (some students may be able to read this passage aloud for you.)</p> <p>Do prior to reading text: Before we start reading, I want you to think about what this chapter is about. Remember, "dad," "family," "job," and "proud" are our vocabulary words. Our repeated story line is "Dad was proud of his family." The topic is what the story is about. What is the topic of the story?</p> <p>Present response options. Vary order daily.</p> <ul style="list-style-type: none"> - A dad and his family - Doing homework - A dad running - A family dog | Selects one sentence. | | | | | | |
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| <p>13. Present student with adapted text and voice output device if necessary.</p> | <p>I am going to read our chapter aloud now. Follow along with me. Remember you are going to help me read “proud” and “family” when I say (text point as you read) “Dad was proud of his family.” Ready? Read the chapter aloud. When you come to a repeated story line, text point as you read and wait for students to read underlined words. NOTE: Some students may be able to help read other key vocabulary terms in the text, such as those practiced in the previous section.</p> | <p>Reads “proud” and “family” (may use voice output device).</p> | | | | | | |
| <p>14. Provide students with adapted text, “Selecting Topic and Supporting Details” Graphic Organizer, Prediction Response Options, and Supporting Detail Response Options.</p> | <p>Earlier we made a prediction about the topic of our story. Now that we have read the story, let’s select the actual topic of our story (show the response options for prediction again). What is the topic of our story? Wait for student to respond. Place the topic in the graphic organizer.</p> | <p>Student selects (points/eye gaze) or reads response option: “A dad and his family.”</p> | | | | | | |
| <p>15. Provide students with adapted text and response options.</p> | <p>We have to find a fact in our story to back up our topic choice. Look at the first page of our chapter. We need to find a detail from our story that supports our topic, “A dad and his family.” (Display 4 details from passage: 2 correct and 2 incorrect.) - He wore shirts with a Herbert Hoover collar. - This is called job efficiency. - Dad was the leader of the Gilbreth household. - He and mom had 12 children.</p> | <p>Student selects (points/eye gaze) one of two correct response options: “Dad was the leader of the Gilbreth household.” Or “He and mom had 12 children.”</p> | | | | | | |

Student Name: _____

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| <p>16. See above.</p> | <p>We need to find another detail from our story that supports our topic, “A dad and his family.” (Display 4 details from passage: 2 correct and 2 incorrect.) - He wore shirts with a Herbert Hoover collar. - This is called job efficiency. - Dad was the leader of the Gilbreth household. - He and mom had 12 children.</p> | <p>Student selects (points/eye gaze) one of two correct response options: “Dad was the leader of the Gilbreth household.” Or “He and mom had 12 children.”</p> | | | | | | |
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BUILD A GRADE-ALIGNED COMPONENT: CONTEXT CLUES

BUILD A GRADE-ALIGNED COMPONENT: Use response boards. Student should select the correct picture/word/phrase.

6th & 8th Objective: Students will select the definition of grade level words (6.RWL.c1, 8.RWL.i1)

6th, 7th, 8th Objective: Students will use context clues to determine meaning of words or phrases (6.RWL.a1, 7.RWL.g1, 8.RWL.g1)

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| <p>17. Present student with adapted text and picture response cards.</p> | <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 Mystery Word.” We are going to look at words around our mystery word to help us find what the mystery word means. Sometimes the words in the sentences can help us figure out the mystery word, and sometimes the surrounding sentences can help us figure it out. Use response options provided in materials. Here is our first one. “He told other businesses how to do their job faster and better. This is called job <u>efficiency</u>.”</p> <p>Who can find what efficiency means?</p> <p>Hint: The sentence before tells us what efficiency means. Efficiency means “how to do their job faster and better.”</p> | <p>Selects “how to do job faster and better.” (To make this a game, give student a point for each correct answer. Students may compete as teams; or if only one student, let student try to get correct answer faster than you do.)</p> | | | | | | |
| <p>18. Present student with adapted text and response options.</p> | <p>Here’s our next passage. “He would increase their <u>production</u>, which means the business could make and sell things faster and make more money.”</p> <p>Who can find what production means?</p> <p>Hint: This sentence tells us what production means, “which means the business could make and sell things faster”.</p> | <p>Selects “make and sell products faster.”</p> | | | | | | |

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| 19. Present student with adapted text and response options. | <p>Here's another passage, "It was called the 'assembly call.' <u>Assemble</u> means gather together. The assembly call was important. Dad would blow a whistle. We all had to come running and line up in front of our house in Montclair, New Jersey." Who can find what "assemble" means? Hint: Here's the hint, "Assemble means to gather together." The author even gives an example. When dad used the assembly call, "we all came running and lined up in front of our house."</p> | Selects "gather together." | | | | | | |
| 20. See above. | <p>Sometimes a word can have more than one meaning. Let's try a few. A "chart" can be something I use to write on (show picture of a chart). "To chart" means to write down the jobs you have done to track your progress (show a picture of a person charting progress). What does chart mean in this sentence... "I wrote my name on the chart."</p> | <p>Selects picture of a chart. If not correct, reread the definitions of "chart" and let the student try again.</p> | | | | | | |
| 21. See above. | <p>What does "chart" mean in this sentence... "When I am working on a project, I chart my progress."</p> | Selects picture of person charting progress. | | | | | | |
| 22. See above. | <p>Let's do another word. The word "brush" can be the action that we use to brush our hair or our teeth (demonstrate the two motions). Or, a "brush" can be the tool we use to brush our hair. What does brush mean in this sentence... "He taught us the best way to wash dishes, comb our hair, and brush our teeth."</p> | Selects picture of kid brushing teeth. | | | | | | |
| 23. See above. | <p>What does brush mean in this sentence... "I use the brush to comb my hair."</p> | Selects picture of a hairbrush. | | | | | | |
| 24. See above. | <p>Sometimes we use figures of speech. A figure of speech is a phrase used to create an effect but does not literally mean what it says. Listen to this passage. "We never knew when he was going to call the assembly call. Dad sure <u>kept us on our toes</u>." Dad didn't really keep the children standing on their toes. What does "kept us on our toes" mean? Alternate days use: "stretching the truth."</p> | Selects "we didn't know what to expect." | | | | | | |
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| BUILD A GRADE-ALIGNED COMPONENT: PASSAGE COMPREHENSION (Comprehension Questions) | | | | | | |
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| 6th Objective: Use text to answer comprehension questions (e.g., answer “who”, “what”, and “where” questions) (6.RL.b2, 6.RL.b3) | | | | | | |
| 25. Present student with sight word response cards, picture response cards, and adapted text. | <p>Let’s answer some questions about our story. We will use the chapter to help us find the <i>right</i> answer. <i>READER OPTION:</i> Student uses text to find the answer (if needed), such as by pointing to key word or sentence in text. <i>LISTENER OPTION:</i> Use response options. “Who” asks for a <i>character</i> in our story. The main <i>character</i> is the person who the story was focused on. Who is a <i>main character</i> in this chapter?</p> | Verbally states/points to in chapter/selects “Dad” from response options. | | | | |
| 26. See above. | <p>“Where” asks for the <i>setting</i> or where the story takes place. Where is the <i>setting</i> of our story?</p> | Verbally states/points to in chapter/selects “New Jersey” from response options. | | | | |
| 27. See above. | <p>“What” asks for a <i>fact</i> from our chapter. Look at the first page of our story. What did Dad help businesses do faster and better? On subsequent days, select facts from different pages of the chapter.</p> | Verbally states/points to in chapter/selects “jobs” from response options. | | | | |
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| BUILD A GRADE-ALIGNED COMPONENT: PASSAGE COMPREHENSION (Theme) | | | | | | |
| 7th,8th Objective: Students will identify theme of the story using supporting details (7.RL.j1, 8.RL.j1) | | | | | | |
| 28. Provide student with adapted text and response options | <p>Let’s begin by finding some facts about our main character. Look at the first page of our chapter. Who was the leader of the Gilbreth household? (Use the Theme concept map and vocabulary response cards to fill in the details. Note: There are only 3 details for this lesson, but the map was made with 4 for future lessons.)</p> | Selects “dad.” | | | | |
| 29. See above. | <p>Dad and mom had a lot of children. They had a large _____. (Write “family”)</p> | Selects “family.” | | | | |

Student Name: _____

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| 30. See above. | <p>We know that Dad was proud of his family. Look at this sentence (point to the last sentence of the chapter, “Dad really loved his family” and read aloud), How did dad feel about his family? If needed, ask a more specific question “Did dad love his family? (Write “loved”)</p> | Selects “loved.” | | | | | | |
| 31. See above. | <p>Which of these might be the theme of our story? Use response board for this question.</p> <ul style="list-style-type: none"> - Growing up - Friendship - Nature - Importance of Family | Selects “Importance of family.” | | | | | | |
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