Language Arts Sample Systematic Instruction Script (LASSIS): Unit 3 Middle School Narrative Text Progress Monitoring

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.

National Center and State Collaborative

NCSC is a collaborative of 13 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Indiana, Louisiana, 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.

● District of Columbia

● Pacific Assessment Consortium (PAC-6)

● U.S. Virgin Islands
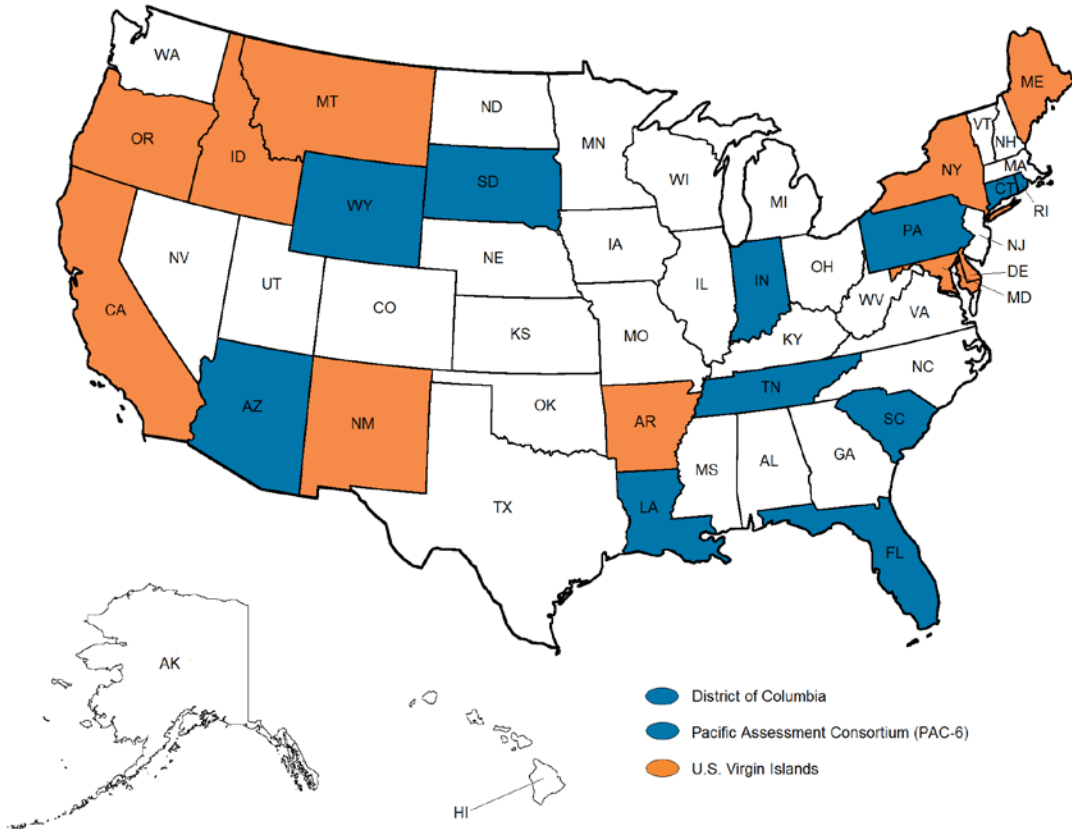
*Core partner states are blue in color and Tier II states are orange in color.

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[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).

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.

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 3 Middle School Narrative Text Progress Monitoring

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May 2014

Middle School LASSI Progress Monitoring Data Sheet
Building Understanding with Literature: <u>A Single Shard</u>

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 UNERSTANDING: Introduce Vocabulary

6th, **7**th, **8**th Objective: Identify and define key words related to the story. (See teacher materials for vocabulary and pictures.)

Materials and Directions for Teacher	Instructional Cue	Student Expected Response Date:						
READER OPTION: Student reads each sight word and matches it to the picture. *LISTENER OPTION*: Teacher reads the word and student finds the picture. (More support: Some students may need to select an object that represents the word).	**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).	Reads/selects word and matches to picture.						
1. Present student with adapted text, vocab response cards, and picture response cards.	**"Tree-Ear"** (Show or read)	Reads/selects "Tree-ear". Matches to picture.						
2. See above.	**"Crane-Man"** (Show or read)	Reads/selects "Crane-man". Matches to picture.						
3. See above.	**"Min"** (Show or read)	Reads/selects "Min". Matches to picture.						
4. See above.	**"crutch"** (Show or read)	Reads/selects "crutch". Matches to picture.						
5. See above.	**"orphan"** (Show or read)	Reads/selects "orphan". Matches to picture.						
6. See above.	**"master potter"** (Show or read)	Reads/selects "master potter". Matches to picture.						
7. See above.	**"celadon pottery"** (Show or read)	Reads/selects "celadon pottery". Matches to picture.						

INTRODUCE TEXT

Show pictures or objects commonly found in a bedroom (e.g., book, poster, pillow). Ask students what things they have in their bedrooms. Show the book, *A Single Shard* (Park, 2002).
We are going to read a book about a young boy whose bedroom is outside on the ground. He lives with his friend under a bridge.

Step	Teacher Says/Does	Student Expected Response					
8. Present student with book cover.	**Find the title of our book.**	Points to title.					
9. Present student with book cover.	**Find the author of our book.** **The author is the person who wrote our story.**	Points to author.					
10. Hold up a sentence strip with the words "Tree-ear and Crane-man live together under the bridge." Point to the words as you read them, but wait for student to read the underlined words.	**I have a special job for you to do today as we read the chapter together. I want you to listen for a line in the story about where Tree-ear and Crane-man live. When I read "Tree-ear and Crane-man live together under the bridge", I want you to help me read "under the bridge."**	Reads "under the bridge" (e.g., student may use voice output device to say "under the bridge" or speak the words to help read it).					

6th Objective: Identify who, where, and what; define the words character, setting, event, and conflict. (See teacher materials for response options.)		

READER OPTION: Use the sight words as the response options.
LISTENER OPTION: Use the pictures as the response options.
Let's answer some questions about our story. We will use the story to help us find the correct answers.

Step	Teacher Says/Does	Student Expected Response						
11. Present student with adapted text and picture response cards. (Give student 4 pictures from which to make a selection). Crane-man is an acceptable answer; however, if student selects Crane-man, try removing Crane-man from the choices.	**A character is a person in a story. "Who" asks for the name of a character, or a person in a story** (reread 2nd paragraph). **Listen for who is a character in our story.** **Who is the main character in the story?**	Selects "Tree-ear".						
12. Present student with adapted text and picture response cards. (Give student 4 pictures from which to make a selection).	**The setting is a place in our story. "Where" asks for the setting or a place in our story. Listen for where the story takes place** (reread 1st paragraph). **Where is the setting of the story?** After correct response: **You're right. The setting of the story is Korea, a country different from America. It is also a very different time than now. Crane-man and Tree-ear live during the 12th century. We live in the 21st century today. That means this story happened a long time ago.**	Selects "Korea."						
13. Present student with adapted text and picture response cards. (Give student 4 pictures from which to make a selection).	**Tree-ear and Crane-man have different names. They are not the kind of names that you hear a lot in America. "Why" asks about a reason. Why do you think their names are different? You've already said one reason - they lived in a different country a long time ago. Another reason has to do with who they are. Tree-ear gets his name from a mushroom. How are Tree-ear and the mushroom alike? They are both_____.** (If needed, reread the first 2 sentences of 3rd paragraph.)	Selects "orphans."						

14. Present student with adapted text and picture response cards. (Give student 4 pictures from which to make a selection).	**That's right. They are both orphans. Tree-ear lives without his parents, just like the Tree-ear mushroom. Crane-man gets his name because he was born with one leg. He stands on one leg and walks with a crutch. Why does Crane-man like his name? It is a symbol for _____.** (If needed, reread the 3rd, 4th, and 5th sentences of the 3rd paragraph.)	Selects "long life."						
15. See above.	**A conflict is a problem in a story. Having only one leg causes Crane-man to have problems walking. He uses a crutch to help him. What else might Crane-man have trouble doing besides walking?**	Communicates "running, jumping, climbing, dancing, swimming" or something similar.						
16. Present student with adapted text and picture response cards. (Give student 4 pictures from which to make a selection).	**Today, Min is doing something that Tree-ear likes to watch in secret. "What" asks about an event in a story. What happens today that Tree-ear likes to watch?** (If needed, reread the 4th paragraph).	Selects "Min is making pots".						
		NUMBER CORRECT:						

BUILD A GRADE-ALIGNED COMPONENT: III. PASSAGE COMPREHENSION
(See teacher materials for response options and graphic organizers.)

6th Objective: Identify how a character changes in a story. The graphic organizer used in this section is found in the teacher materials. Use the "Comprehension Response Board" response options to fill-in graphic organizer.

Step	Teacher Says/Does	Student Expected Response						
Students may point to the picture/sentence strip or read it aloud. Students place the picture or, for students who can, write the words, on the graphic organizer.								
17. Present student with adapted text, sentence strip, graphic organizer and picture response cards.	**The characters in stories can change as the story unfolds. We're going to use some facts from our story and a graphic organizer to identify changes in Tree-ear's life. Who did Tree-ear live with when he was a baby?** (Reread the 4th sentence in the 2nd paragraph, if needed.)	Communicates "his parents".						
18. See above.	**Who does Tree-ear live with now?** (Reread first 2 sentences in 2nd paragraph, if needed).	Communicates "Crane-man".						
19. See above.	Review Graphic Organizer. Point to first box. **We know that he lived with his parents when he was a born.** Point to next box. **We now know he lives with Crane-man.** **What event happened to Tree-ear that caused this change?** (Reread 3rd sentence in 2nd paragraph).	Communicates "parents died".						

7th, 8th Objective: Select an inference, conclusion, or summary and support it with 2 or more details from a middle school text.							
20. Present student with adapted text, sentence strip, graphic organizer and picture response cards. Students may point to the picture/sentence strip or read it aloud.	**We can also use facts from our story and the graphic organizer to help us make an inference. To make an inference, you combine the facts on the page with what you already know about a topic. The topic we are going to talk about now is what life is like when you have no money. First, tell me what you know about what life is like when you have no money.** If more support is needed, reframe the question (e.g., Do people who have no money live in a big house?).	Communicates "You have no money, little food, may be homeless, few clothes" or something similar.					
21. See above.	**The author does not tell us Tree-ear has no money. But, let's look at three facts from the story. As you answer the questions, we'll put the picture** (or write) **on the graphic organizer. What do Tree-ear and Crane-man joke about at the beginning of the story?** (If needed, reread the 1st paragraph.)	Selects "being hungry". Place response on graphic organizer.					
22. See above.	**Where does Tree-ear get food**? (If needed, reread the 1st sentence in paragraph 4.)	Selects "trash". Place response on graphic organizer.					
23. See above.	**Where does Tree-ear live?** (If needed, reread the 2nd sentence of the 2nd paragraph.)	Selects "under a bridge". Place response on graphic organizer.					

24. See above.	Review the graphic organizer with students. **We know that Tree-ear jokes about being hungry** (point to "hungry")**, gets food from the village dump** (point to "trash")**, and lives under a bridge** (point to "under a bridge")**. You also told me…** (Summarize what students said about having no/little money). **Do you think Tree-ear has money? How do you know?** If more support is needed, use a think-aloud by (1) asking students what their life would be like if they had no money, and, if more help is needed (2) telling students what your life might be like if you had no money (e.g., model making an inference).	Communicates "no".							
		NUMBER CORRECT:							

7th, 8th Objective: Identify literary theme and support details using common literary themes. (Use the completed graphic organizer and the response board found in the teacher materials section.)

Step	Teacher Says/Does	Student Expected Response						
25. Present student with adapted text, sentence strip, graphic organizer and picture response cards. Students may point to the picture/sentence strip or read it aloud.	**A theme is the main idea or what the story is about. Let's work together to find a theme in our story. We have identified several facts about our main character, Tree-ear and put them on a graphic organizer.** (Encourage students to look at their graphic organizers). **You can use the graphic organizer to help answer the questions. Does Tree-ear have parents?** (If needed, reread the 1st sentence in the 3rd paragraph.) Write "*Parents – No*" on board.	Communicates "No".						
26. See above.	**Does Tree-ear have any brothers or sisters?** Write "*Brothers or sisters – No*" on board.	Communicates "No".						
27. See above.	**Who is Tree-ear's friend?** (If needed, reread the 1st sentence in the 2nd paragraph.) Write "*Friend – Crane-man*" on board. **If Tree-ear doesn't have any brothers or sisters or parents, and Crane-man is his only friend, Crane-man must be very important to him.**	Communicates "Crane-man".						
28. See above.	**Crane-man is Tree-ear's only friend. Let's review the facts about Tree-ear to identify a theme.** (Read the facts written on the board aloud.) **Here are some possible themes of our story:** (Read each possible theme aloud) **- having a friend is important - the problem of having no money - living under a bridge is hard - everyone needs a dream Which of these might be a theme of our story?**	Communicates *"having a friend is important"* or one of the other themes.						

29. See above.	Let's read another passage from Chapter 2 to help us find the theme. "Tree-ear's hand is still bleeding when he gets home. Crane-man finds some herbs in the woods to make some medicine for Tree-ear's hand. Then, he puts a new bandage on it to keep the cut clean. Crane-man is a good friend." Which of these might be a theme of our story? Right! Having a friend is important is a theme for this story.	Communicates *"having a friend is important".*						
		NUMBER CORRECT:						

6ᵗʰ Objective: Summarize a text using words or pictures by pulling details from the text.

Step	Teacher Says/Does	Student Expected Response						
30. The goal of this part of the lesson is for students to summarize the story *in their own words*. As they are learning to summarize story events, it might be helpful for them to organize the events in a graphic organizer. Two are included in the teacher materials. One can be used with pictures and the other with sentence strips.	**Tell me the story in your own words. What happened first?** Prompt: For all the responses in this section, if students are unable to summarize the events in the story in their own words, show them a picture that represents the event and model how to summarize the events for them (e.g., Point to picture of parents and say, "*First, Tree-ear's parents die from fever.*")	Communicates "Tree-ear's parents die from fever".						
31. See above.	**What happened next?**	Communicates "Tree-ear goes to live with Crane-man under a bridge".						
32. See above.	**What happened last?**	Communicates "Tree-ear wants to be a potter like Min".						
	NUMBER CORRECT:							

BUILD A GRADE-ALIGNED COMPONENT: III. CONTEXT CLUES

8th BUILD A GRADE-ALIGNED COMPONENT: Use two or more context clue strategies to figure out the meaning of unknown words.								

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<td>33. Provide student with adapted text, vocabulary response cards, and picture response cards.</td>
<td>Sometimes the story has new words you don't know. Context is one way to figure out the meaning of a word. The context is the other words around it. You use the hints and clues of the other words to make a guess about the meaning of the new word. Let's see if you can use this strategy to figure out the meaning of new words. I'll do the first one so you can see what I mean by using the context.

Here's our first sentence. "Min always <u>rejects</u> the first pot and repeats the whole process again." "<u>Rejects</u>" is a word you may not know. The rest of the sentence tells me that he starts all over again with a new pot which must mean he must not like the first pot. So, using the other words in the sentence I think that "<u>rejects</u>" must mean that he does not like it. Point to or show the students the "<i>does not like</i>" response option for clarity.</td>
<td>Student listens actively: models pointing to "<i>does not like</i>".</td>
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<td>34. See above.</td>
<td>Now you try. Here's another sentence with a new word. "The sea provides an easy <u>route</u> to China where the pottery is sold." Using the context, can you tell me what "<u>route</u>" means?

Nice job! You are really getting the hand of this! Now I'm going to give you a tougher one.</td>
<td>Selects a picture of "<i>a way to travel"</i>.</td>
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<td>35. See above.</td>
<td>Sometimes a definition of a new word is in the text. Listen to this passage from the story to see if you know what the word "<u>flawless</u>" means. "The pot must be <u>flawless</u>. If it is not perfect, Min slaps it back onto the wheel and starts over."

What does the word "<u>flawless</u>" mean?</td>
<td>Selects a picture of "<i>perfect</i>".</td>
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