



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 1 High School Vocabulary and Acquisition 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 Hannah Kosater, 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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This document is available in alternative formats upon request.

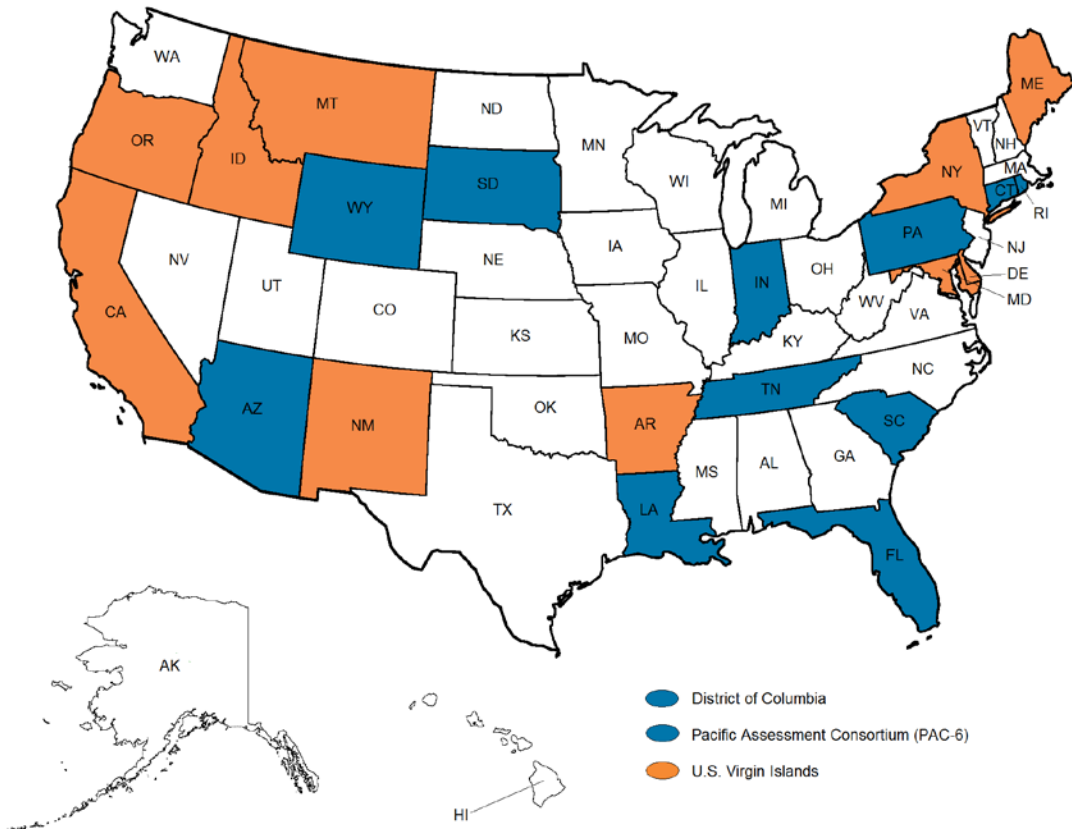


National Center and State Collaborative

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.



*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).



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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Teacher Materials

Prediction: What do you think this novella will be about?



a family



walking on the beach



a cow



the city

Who is a character in our story?



a cow



a dog



Kino



shoes

Who is another character?



a boy



Bearded Dragon



the beach



Juana

Character page



Kino



Juana



Coyotito



the doctor

Where is the setting?



the amusement park



the ocean



at the White House



a city

Repeated Story line

(copy and put on a sentence strip. You can use pictures to support the text if needed).

Kino and Juana love their family.

Vocabulary

Ancient	Scorpion	Money	Pulverize
Procession	Poor	Happy	Song



Prediction



A man catches a fish.



Kino, Juana, and their baby.



A doctor helps sick people.



A bad storm.

Details to support the prediction



Coyotito gets stung by a scorpion.



Kino, Juana, and Coyotito live together in a simple brush house.



Kino and Juana take Coyotito to the doctor for help.

What was the story about?



A man catches a fish.



A doctor helps sick people.



A bad storm.



Kino, Juana, and their baby.

Literal recall: Who was stung by the scorpion?



Juana



Dog



Coyotito



Squirrel

Literal recall: Where did Kino and Juana live?



In a brush house



In a shoe



In a big brick house



In a camper

Literal recall: What stung Coyotito?



a flower



a blanket



an insect



a scorpion

Why did Kino think the doctor would not help?



They were rich



They were poor



They lived in the city



They had a dog



Kino



Juana

What do we know about Kino and Juana?



Kino and Juana love their family.



Coyotito is a girl.



Juana likes to fly kites.



Kino lived in a simple house and ate a simple breakfast of corncakes and syrup.



Kino watched the ocean.



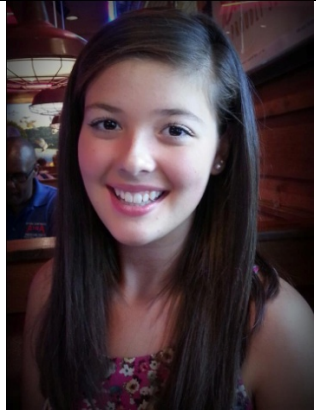
George drove a car.



The doctor was rich and did not help poor people like Kino and Juana.



The doctor lived in a big house.



Isabella made pottery.

Context Clues

Multiple meaning word: froze

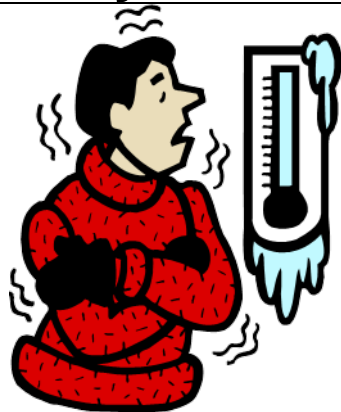
Kino and Juana saw a scorpion crawling down the rope to the hanging box. A scorpion is an animal with eight legs, claws, and a tail with a stinger. Kino and Juana froze where they stood. The scorpion was very dangerous.



The fire roared in the fireplace.



They stood very still.



They were very cold.

Unknown word or phrase: brush house

Kino was a poor fisherman. He, Juana, and Coyotito live in a *brush house*, a simple house made of bundles of straw fastened together to form walls and a roof.



Unknown word or phrase: hanging box

Juana prepared the fire to make a simple breakfast of corncakes and syrup. Then, still in her bare feet she went to the *hanging box* where Coyotito slept to check on the baby.



Listen for the word indigent.

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.

What do you think the word indigent means?

Hint: The dictionary says that indigent means: very needy



Juana wore an old blue skirt. Indigent means blue.



The doctor was rich. Indigent means rich.



They wore old clothes and had an old blanket. They did not have any money. Indigent means poor.

Words for independent reader

wife

loves

help

sad

Pictures for independent reader



Response board for generalization poem



Darkness



Light



New



And sometimes hit a tree.

Additional Images for Teacher Materials

These images do not relate to any questions or activities in the LASSI. To be used for extended learning or additional activities




Attribute Table: The Pearl

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