



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 3 High School Narrative Text 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, 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). 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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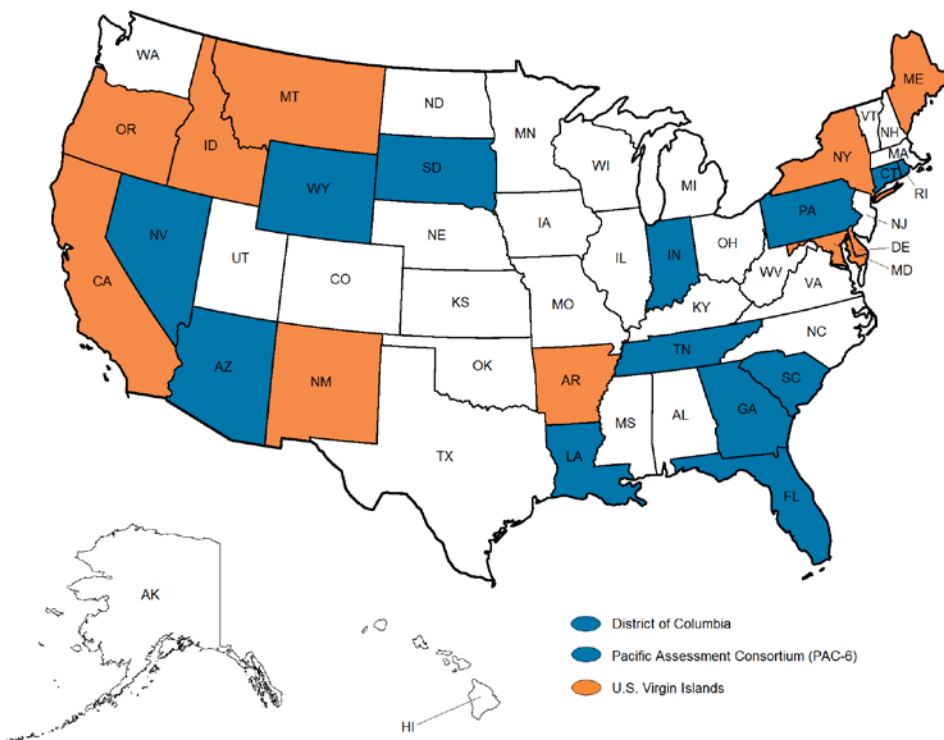


National Center and State Collaborative

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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High School LASSI Progress Monitoring Data Sheet

Building Understanding of Words and Stories: Marcelo in the Real World

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 adapted text and vocabulary response options.	Before we read our story, let's review some key words we will read 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, show or read each word). Marcelo (pronounced Marselo, not Marchelo)	Reads/selects "Marcelo." Matches to picture.						
2. See above.	Arturo	Reads/selects "Arturo." Matches to picture.						
3. See above.	Aurora	Reads/selects "Aurora." Matches to picture.						
4. See above.	research (study to learn things; how the brain works)	Reads/selects "research." Matches to picture.						
5. See above.	straightforward (someone who says what they think)	Reads/selects "straightforward." Matches to picture.						
6. See above.	Asperger Syndrome (a form of high functioning Autism)	Reads/selects "Asperger Syndrome." Matches to picture.						
7. See above.	independent (to do things without help)	Reads/selects "independent." Matches to picture.						
8. See above.	responsible (to do the things you say you will do)	Reads/selects "responsible." Matches to picture.						
9. See above.	tree house	Reads/selects "tree house." Matches to picture.						
10. See above.	internal music (IM; music Marcelo remembers in his head)	Reads/selects "internal music." Matches to picture.						

Student Name: _____

<p>11. Present student with adapted text.</p>	<p>We are going to read a book about a young man with Asperger Syndrome who goes to a special school. He learns many things at his school. He even has a summer job working with horses. But, his father wants him to work at his law firm so he can learn what life is like in the real world. Marcelo’s world is about to change – big time.</p> <p>Find the title of our book. (After the first lesson, teachers may omit the steps for identifying the title and author.)</p>	<p>Points to title.</p>						
<p>12. See above.</p>	<p>Find the author of our book. The author is the person who wrote our story.</p>	<p>Points to author.</p>						
<p>13. Present student with adapted text, sentence strips, and voice output device, if necessary.</p>	<p>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 what Marcelo is going to learn. When I read “Marcelo needs to learn to live in the real world”, I want you to help me read “<u>in the real world.</u>” (Hold up a sentence strip with the words “Marcelo needs to learn to live <u>in the real world.</u>” Point to the words as you read them, but wait for student to read the underlined words.) Let’s practice. “Marcelo needs to learn to live <u>in the real world.</u>” Read the chapter.</p>	<p>Reads “in the real world.”</p>						
		<p>NUMBER CORRECT:</p>						

BUILD A GRADE-ALIGNED COMPONENT: II. Passage Comprehension

Objective: Identify elements of a story (e.g., character, setting, event, conflict) and story plot (e.g., exposition, rising action, climax, falling action, and resolution).

<p>14. Present student with adapted text, response options, and Story Map.</p>	<p><i>READER OPTION:</i> Use the sight words as the response options. <i>LISTENER OPTION:</i> Use the pictures as the response options.</p> <p>Let’s answer some questions about our story. We will use the story and a Story Map to help us. The Story Map has a place to put characters, setting, problem, and solution. Point to each box as you describe the Story Map. First, let’s find the characters in the story and put them on the Story Map. Point to “characters” box on the Story Map. The characters in a story are the people the story is about. “Who” asks for the names of the characters or people in a story. Who is one person in our story?</p> <p>You’re right. Marcelo is the main character. Let’s put “Marcelo” on the Story Map. Assist student as needed to affix the response option on the Story Map.</p>	<p>Selects “Marcelo.”</p> <p>Affixes “Marcelo” on the Story Map in the “characters” box.</p>						
<p>15. See above.</p>	<p>There are other characters in the story. Let’s find out who they are. Who is Marcelo’s mother? (Reread the 4th paragraph, if needed.)</p> <p>You’re right. Aurora is Marcelo’s mother. Let’s put “Aurora” on the Story Map. Assist student as needed to affix the response option on the Story Map.</p>	<p>Selects “Aurora.”</p> <p>Affixes “Aurora” on the Story Map in the “characters” box.</p>						

Student Name: _____

<p>16. See above.</p>	<p>There is one other character that we need to put on the Story Map. Who is Marcelo's father? (Reread the 4th paragraph, if needed.)</p> <p>You're right. Arturo is Marcelo's father. Let's put "Arturo" on the Story Map. Assist student as needed to affix the response option on the Story Map.</p>	<p>Selects "Arturo."</p> <p>Affixes "Arturo" on the Story Map in the "characters" box.</p>					
<p>17. See above.</p>	<p>The setting is a place in the story. Stories usually have more than one setting. This story has several settings in this summary. First, Marcelo is at the doctor's. The doctor's office is the setting. The next setting is the one we are going to put on our Story Map. "Where" asks for the setting or a place in our story. Where did Marcelo and his mother go after the doctor visit? (If needed, reread 1st sentence in the 6th paragraph.)</p> <p>Let's put "home" on the Story Map. Assist student as needed to affix the response option on the Story Map.</p>	<p>Selects "home."</p> <p>Affixes "home" on the Story Map in the "setting" box.</p>					
<p>18. See above.</p>	<p>There is a problem in the story. Marcelo wants to go to Patterson, a private school, for his senior year. Arturo wants him to go to Oak Ridge High, a public school. What do they disagree about? (If needed, reread the 4th paragraph.)</p> <ul style="list-style-type: none"> - steak - music - school - horses <p>Let's put "school" on the Story Map. Assist student as needed to affix the response option on the Story Map.</p>	<p>Selects "school."</p> <p>Affixes "school" on the Story Map in the "problem" box.</p>					

Student Name: _____

<p>19. See above.</p>	<p>Arturo proposes a solution to the problem. What does Arturo want Marcelo to do? (If needed, reread the 6th paragraph). - work at the law firm for the summer - clean the grill when he is finished - work in the stable - live in the tree house</p> <p>Let's put "work at the law firm" on the Story Map. Assist student as needed to affix the response option on the Story Map.</p>	<p>Selects "work at the law firm."</p> <p>Affixes "work at the law firm for the summer" on the Story Map in the "solution" box.</p>					
		<p>NUMBER CORRECT:</p>					

Student Name: _____

Objective: Select an inference, conclusion, or summary and support it with 2 or more details from a high school text.						
20. Present student with adapted text and response options.	<p><i>READER OPTION:</i> Use the sight words as the response options. <i>LISTENER OPTION:</i> Use the pictures as the response options. Why might Marcelo agree to work at the law firm? This answer requires us to make an inference using the facts on the page and what we know from our head. First, let's look at some facts.</p> <p>Where does Marcelo want to go to school? (If needed, reread the 1st sentence of the 5th paragraph.)</p>	Selects "Patterson."				
21. See above.	<p>What decision will Marcelo be allowed to make if he works at the law firm this summer? (If needed, reread the last sentence in the 6th paragraph.)</p>	Selects "where he goes to school his senior year."				
22. See above.	<p>Now let's think about what we know from our head. Have you ever done something you didn't want to do (e.g., clean your room) so you could do something you wanted to do (e.g., play video games)? Marcelo might agree to do something he doesn't want to do (work at the law firm) so he can do something he wants to do. What does Marcelo want to do?</p>	Selects "go to Patterson his senior year."				
		NUMBER CORRECT:				

Objective: Identify purpose or theme using 2 or more pieces of evidence.						
23. Provide student with adapted text and response options.	<p><i>READER OPTION:</i> Use the sight words as the response options. <i>LISTENER OPTION:</i> Use the pictures as the response options. A theme is the topic or what the story is about. Let's work together to find a theme in our story. First, let's write what Marcelo wants in a column.</p> <p>What job does Marcelo want to do this summer? (If needed, reread the 5th paragraph.) Write "Job- Stable man" on board.</p>	Communicates "Stable Man."				
24. See above.	<p>Why does he want to work at the stable? (If needed, reread the 5th paragraph.) Write "Why - likes the ponies" on the board.</p>	Communicates "likes the ponies."				
25. See above.	<p>There's another reason Marcelo wants to work at the stable this summer. If he works at the stable this summer, what will happen in the fall? (If needed, reread the 5th paragraph.) Writes "Fall - train ponies" on the board.</p>	Communicates "train ponies." Use LIP if student does not respond correctly.				
26. See above.	<p>Will the work at the stable be easy or hard for Marcelo? (If needed, reread the 5th paragraph.) Writes "Work - easy" on the board.</p>	Communicates "easy."				
27. See above.	<p>How do you know? What line in the story tells you the work will be easy for Marcelo? Read each line aloud.</p> <ul style="list-style-type: none"> - 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. 	Selects "I am very good with the ponies."				
28. See above.	<p>Now let's write what Arturo wants Marcelo to do in another column. Write "Arturo" on the board. What job does Arturo want Marcelo to do this summer? (If needed, reread the 6th paragraph.) Write "Job - mail room" on the board.</p>	Communicates "Mail room."				

Student Name: _____

29. See above.	Why does Arturo want Marcelo to work in the mail room? (If needed, reread the 6 th paragraph.) Write "Why -learn to be independent and responsible" on the board.	Communicates "learn to be independent and responsible."						
30. See above.	Does Arturo think Marcelo can learn to be independent and responsible working at the stable? (If needed, reread the 6 th paragraph.) Write "Stable – no learn" on the board.	Communicates "no."						
31. See above.	How do you know? What sentence in the story tells you? Read each sentence aloud. - Life is too easy for me at Patterson. - My job as stable man will continue into next year. - He laughs and says it was totally empty. - Arturo wants to send me to Oak Ridge High.	Selects "Life is too easy for me at Patterson."						
32. See above.	Let's read the facts from our story. Read the facts written on the board aloud. We can see that Marcelo and Arturo want different things for different reasons. Marcelo has a decision to make. He can choose a job he is comfortable with and will enjoy. Or he can choose a job where he will learn a lot, but it will be hard. Which one of these describes the theme of our story: (Read each possible theme aloud.) - change is hard - pony therapy is good for children - summer jobs are important - sons should always work with their fathers Which of these is a theme of our story?	Selects "change is hard."						
		NUMBER CORRECT:						

Objective: Identify how a part of the text contributes to the meaning of the overall story.						
33. Present student with adapted text, response options, and plot graph.	<p>Authors have reasons for telling the story the way they do. A plot graph can help us understand why the author tells the story the way they do. Give all students a Plot Graph. All plots have the same elements. First, there is a beginning. Point to Opening Events. Second, there is a problem or conflict. Point to Problem. Third, there are some action around the problem. Point to Rising Action. Fourth, there is a climax. Point to climax. Fifth, there is falling action. Point to Falling Action. Last, the story ends. Point to Closing Events. We are going to complete the Plot Graph for our story.</p> <p>First, how does the story begin?</p>	<p>Selects “Marcelo at the doctor’s” from responses.</p> <p>Affixes the correct response on the plot graph near “Opening Events.”</p>				
34. See above.	<p>What is the problem? Assist student as needed to affix the response to the plot graph.</p>	<p>Selects “Arturo wants Marcelo to work at the law firm and go to school at Oak Ridge High” from responses.</p> <p>Affixes the correct response on the plot graph near “Problem.”</p>				
35. See above.	<p>What happens next (e.g., rising action)? Assist student as needed to affix the response to the plot graph.</p>	<p>Selects “Marcelo and Arturo disagree.”</p> <p>Affixes the correct response on the plot graph near “Rising Action.”</p>				
36. See above.	<p>What happens next (e.g., climax)? Assist student as needed to affix the response to the plot graph.</p>	<p>Selects “Arturo makes Marcelo an offer. If... then...”</p> <p>Affixes the correct response on the plot graph near “Climax.”</p>				

Student Name: _____

37. See above.	What happens next (e.g., falling action)? Assist student as needed to affix the response to the plot graph.	Selects "Marcelo goes to the tree house to think." Affixes the correct response on the plot graph near "Falling Action."						
38. See above.	Do you think Marcelo will accept Arturo's solution? Do you think he will take the job this summer in the mail room so he can choose where he wants to go to school his senior year?	Communicates "yes" or "no." NOTE: There are no incorrect answers.						
39. See above.	We find out in the next chapter that Marcelo decides to work for Arturo's law firm for the summer. He really wants to go to Patterson his senior year. He thinks if he does what Arturo wants and gives the job in the mail room a real try, he can choose Patterson in the fall. How might the story change if Marcelo was not allowed to choose the school he wanted in the fall?	Selects "Marcelo might work at the stable instead of the law firm."						
		NUMBER CORRECT:						

BUILD A GRADE-ALIGNED COMPONENT: III. CONTEXT CLUES

BUILD A GRADE-ALIGNED COMPONENT: Use 3 or more context clues strategies to determine the meaning of a word.						
<p>40. Present student with adapted text and response options.</p>	<p>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 read a passage and you guess the meaning of the new word.</p> <p>Here's our first passage. "I got a summer job at Patterson as the stable man. I will help take care of the ponies." Based on the words around it, what does a "stable man" do?</p>	<p>Selects picture of "takes care of ponies."</p>				
<p>41. See above.</p>	<p>Another strategy you can use to figure out the meaning of new words is to look for a definition of the new word in the text. That is the case for the word "straightforward." The author defines it in the next sentence. Listen for the definition of the word "straightforward" as I read this passage. "I like the doctor because he is straightforward. He says what he means."</p> <p>What does the word "straightforward" mean?</p>	<p>Selects "says what he means."</p>				
<p>42. See above.</p>	<p>A third way to figure out the meaning of new words is to look for a description of the new word in the text. Listen for a description of "real stuff" in the following passage.</p> <p>"'Ready for the real stuff?' he asks when he slides me out. By "real stuff" he means music you can hear with your ears."</p> <p>What does the author mean by "real stuff"?</p>	<p>Selects "music you can hear with your ears."</p>				

Student Name: _____

<p>43. See above.</p>	<p>Finally, the author may give you an example of something you are likely to know to help you understand a new word. That is the case in the next passage as the author describes what internal music is like for Marcelo. Listen for what the author compares internal music to as I read the passage.</p> <p>“I tell him it is like a big watermelon. When the internal music is there, I am one of the seeds and the music is the watermelon.”</p> <p>What does the author compare internal music to?</p>	<p>Selects “watermelon.”</p>						
		<p>NUMBER CORRECT:</p>						