



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 1 Middle 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 Alicia Saunders, Caryn Allison, Hannah Kosater, 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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These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

This document is available in alternative formats upon request.

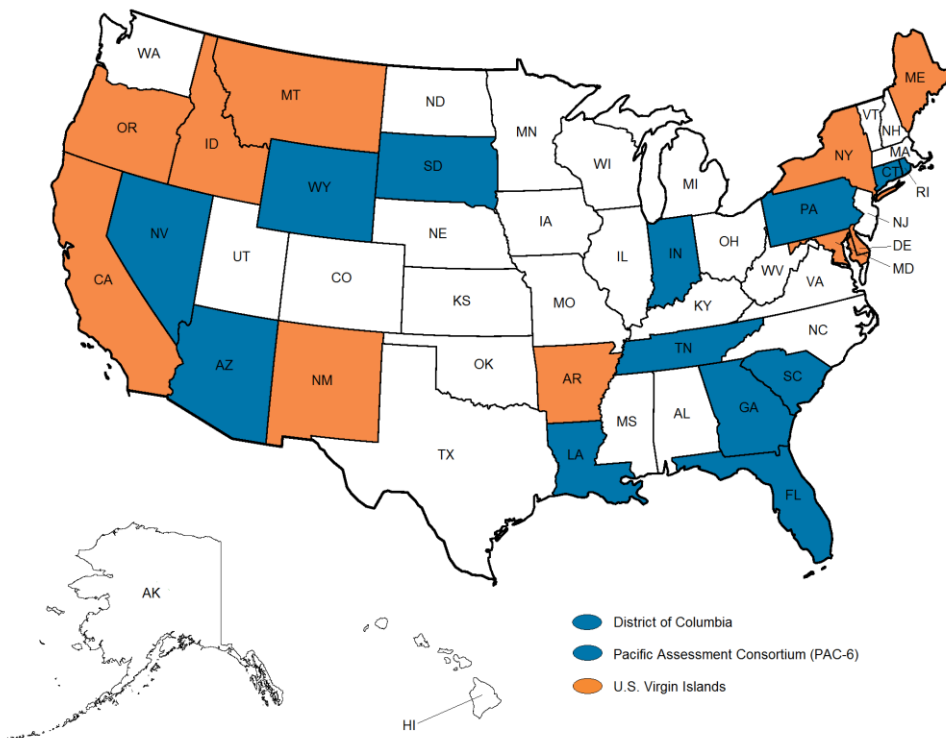


National Center and State Collaborative

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).



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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Cheaper By the Dozen Response Options

Anticipatory Set:



Response Options

Directions: Cut apart the response options and laminate. Create a response board and vary the order of placement with each trial.







(Step 3)

Who is the character in our story?




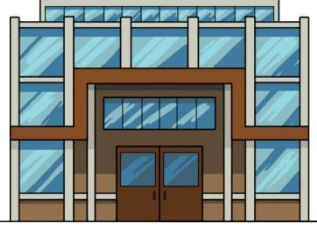
(Step 4)

Who are the characters in our story?

 <p>Gilbreth family</p>	 <p>girl</p>
 <p>dog</p>	 <p>job</p>

(Step 5)

Where is the *setting* of our story?





 <p>School</p>	 <p>Florida</p>
 <p>New Jersey</p>	 <p>office</p>

(Step 6: Repeated Story Line)

Dad was proud of
his family.

(Steps 7-11) Teaching Key Vocabulary and Building Phonemic Awareness

***Use laminated response cards for this section**

<p>family</p>	
<p>dad</p>	
<p>mom</p>	
<p>proud</p>	

job



loved



Read Aloud Adapted Text (Steps 12 &14)
Prediction & “What is the topic of the story?”



A dad and his family



A dad running

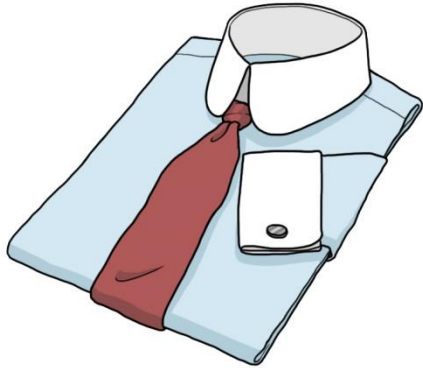


Doing homework



A family dog

(Steps 15 & 16) Supporting Details



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.

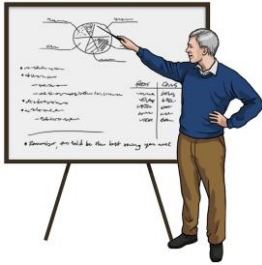
Context Clues

(Step 17)

“He told other businesses how to do their job faster and better. This is called job efficiency.”

What does efficiency mean in this sentence?

He told other businesses.



How to do their job faster and better.



He and mom had 12 children.

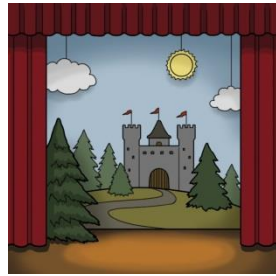


Step 18: “He would increase their production, which means the business could make and sell things faster and make more money.”

What does production mean in this sentence?



The business could make and sell things faster.



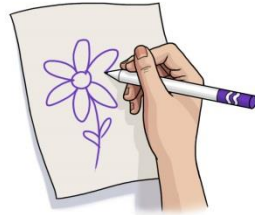
To put on a play.



Two people arguing.

Step 19: “It was called the ‘assembly call.’ Assemble 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.”

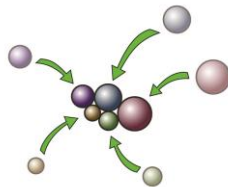
What does assemble mean in this sentence?



To draw a picture.



To dance.

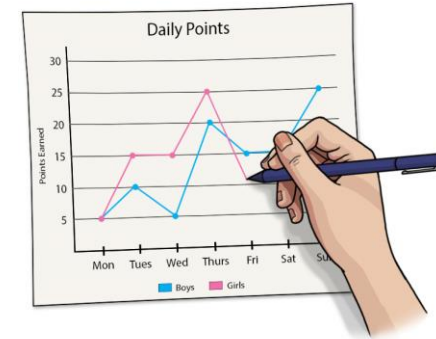
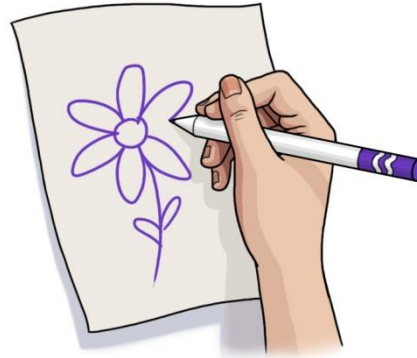
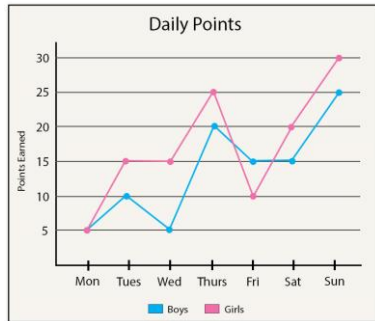


To gather together.

Step 20: A “chart” can be something I use to write on (show picture of a chart). “To

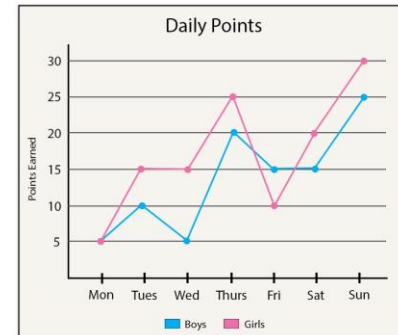
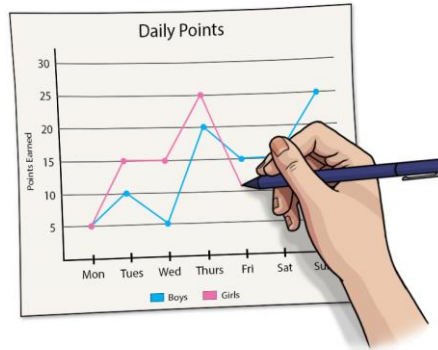
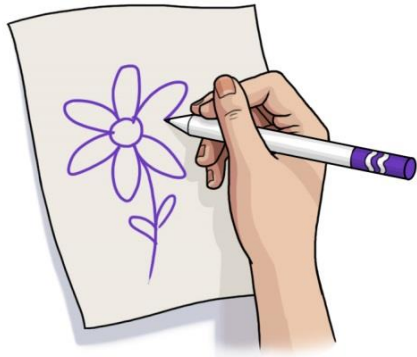
chart” means to write down the jobs you have done to track your progress (show a picture of a person charting progress). What does chart mean in this sentence...

“I wrote my name on the chart.”



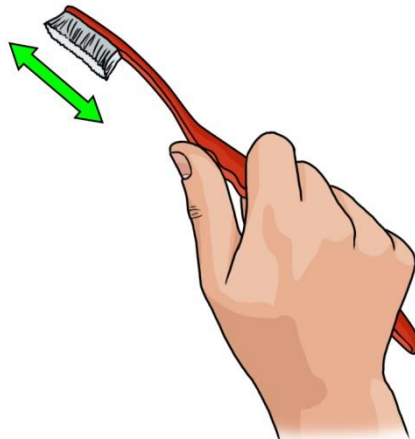
Step 21: What does “chart” mean in this sentence...

“When I am working on a project, I chart my progress.”



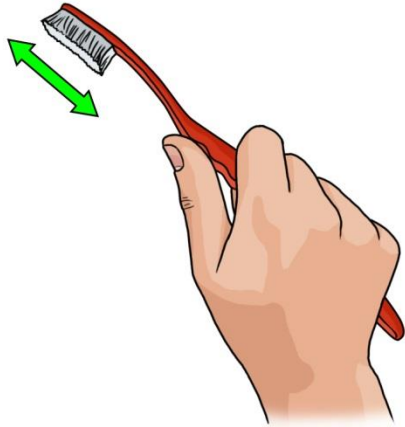
Step 22: The word “brush” can be the action that we use to brush our hair or our teeth (demonstrate the two motions). Or, a “brush” can be the tool we use to brush our hair. What does brush mean in this sentence...

“He taught us the best way to wash dishes, comb our hair, and brush our teeth.”



Step 23: What does brush mean in this sentence...

“I use the brush to comb my hair.”



Step 24: 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 kept us on our toes.” Dad didn’t really keep the children standing on their toes.

What does kept us on our toes mean?



We didn't know what to expect.




We danced.




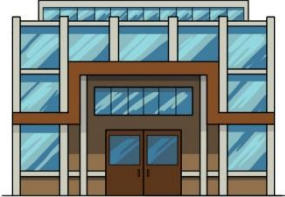


We stood on our toes.

Passage Comprehension (Steps 25-26)
Who is a *main character* in this chapter?

	
ball	dad
	
dog	mom

Where is the *setting* of our story?

	
School	Florida
	
New Jersey	office

Step 27: What did Dad help businesses do faster and better?



jobs



read



drive



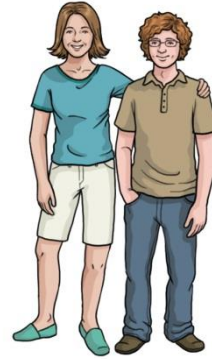
play

(Step 31)

Which of these might be the theme of our story?



Growing up



Friendship

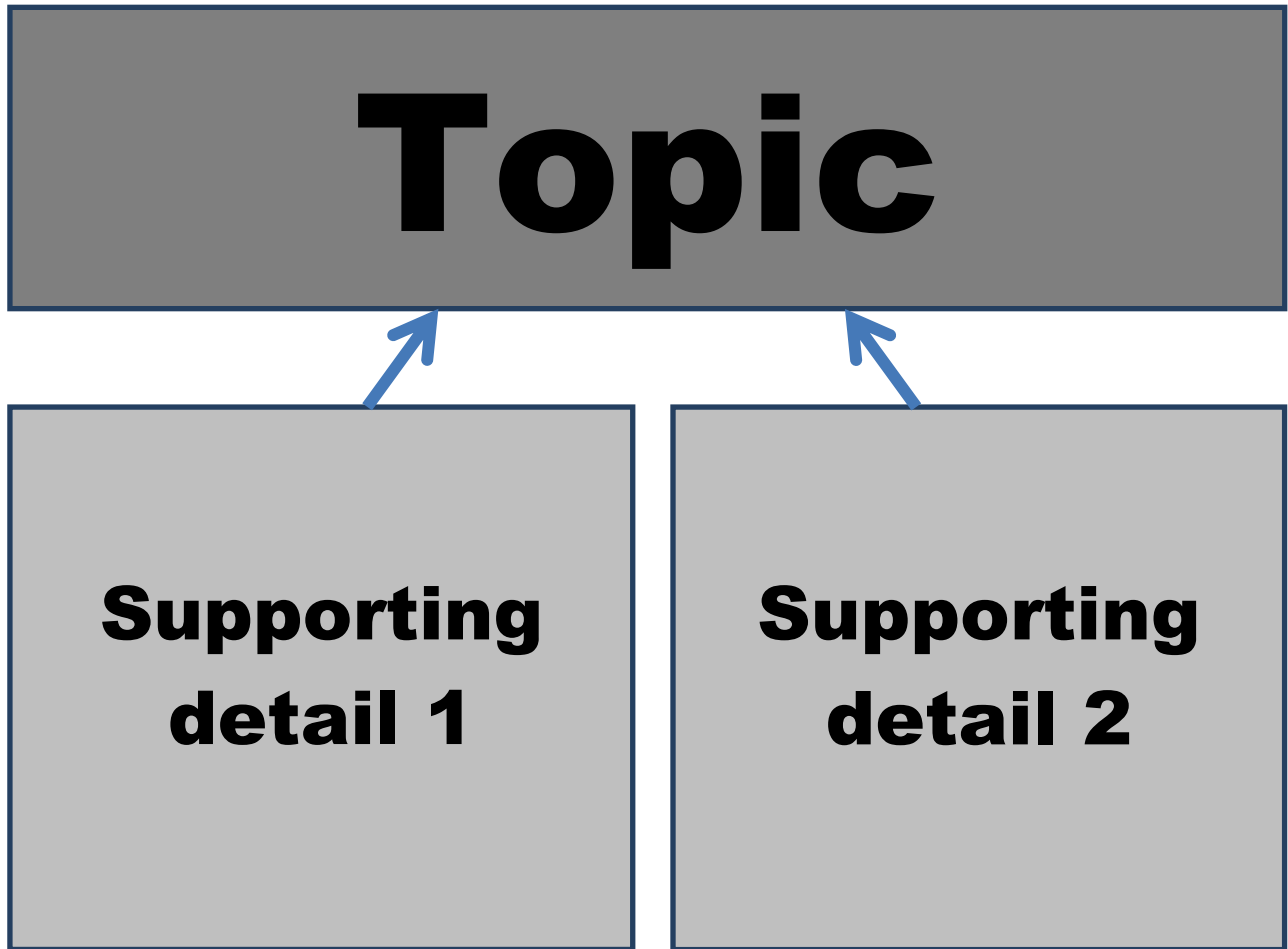


Nature

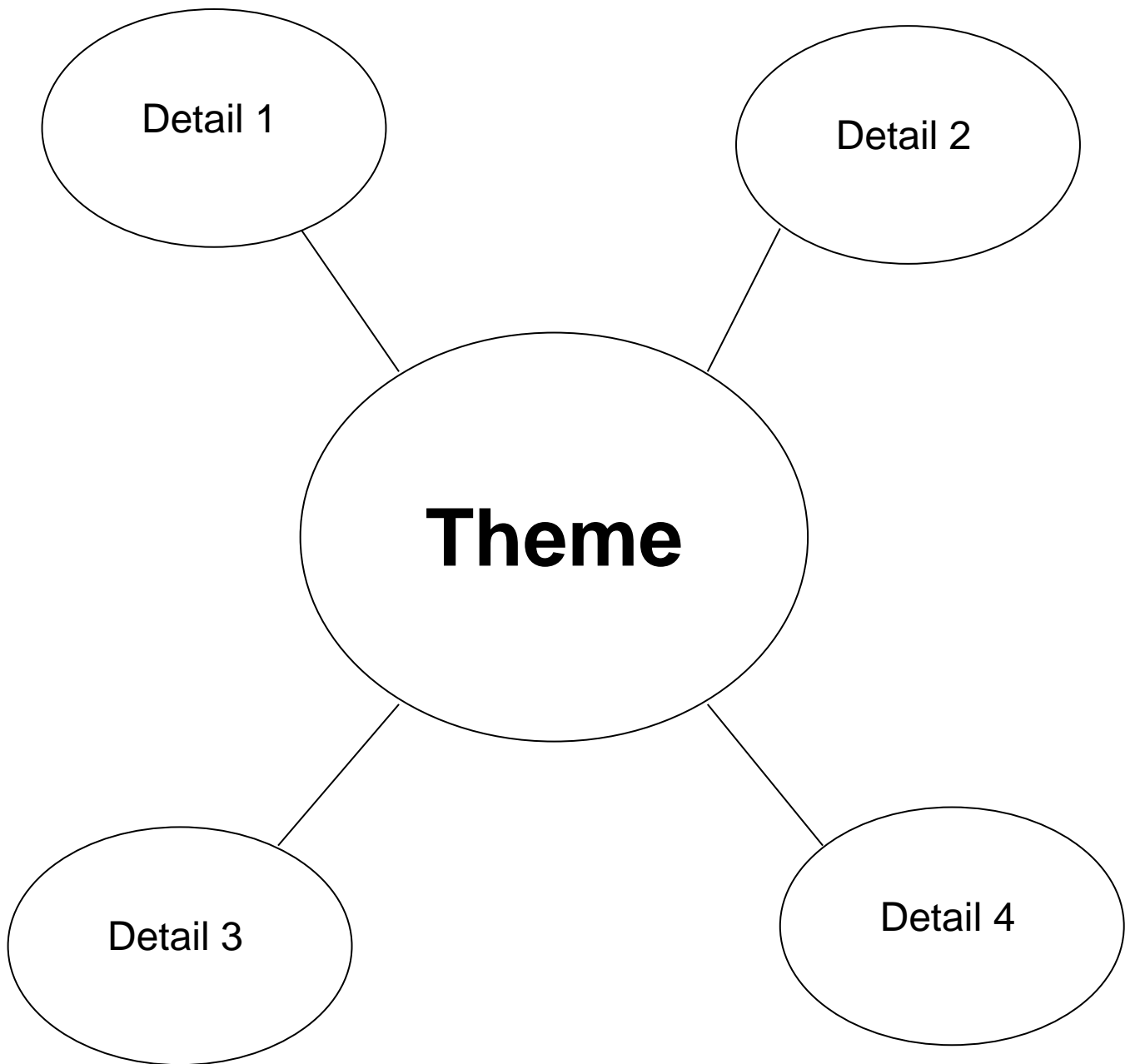


Importance of Family

**Build Essential Understanding: Selecting Topic and Supporting
Details**



Theme Concept Map



Build Toward Independent Reading

Dad was a proud man.

He had an important job.

He taught businesses how to do jobs faster and better.

Dad was the leader of the Gilbreth family.

Mom and dad had a large family. They had 12 children.

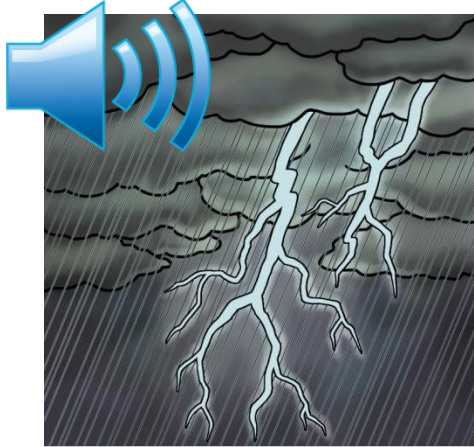
Dad taught us how to do our jobs faster and better.

Dad called us all together to tell us things.

Sometimes he would give us surprises.

Dad loved his family.

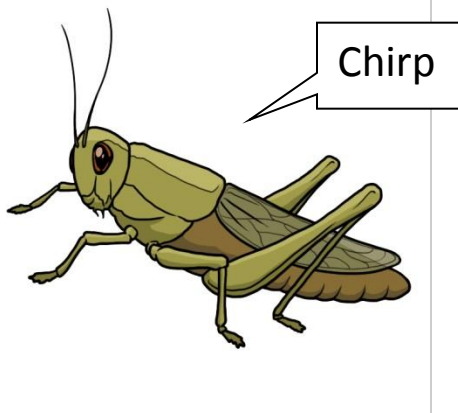
Wh questions



Thunder is loud.



Mountain land



Grasshoppers are chirping.



The ocean



The bear is fishing.

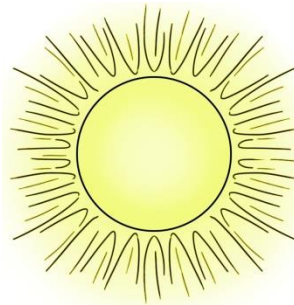


The city

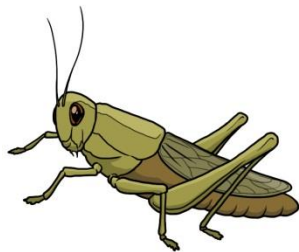
Theme



The sounds of nature



Plants need the sun.



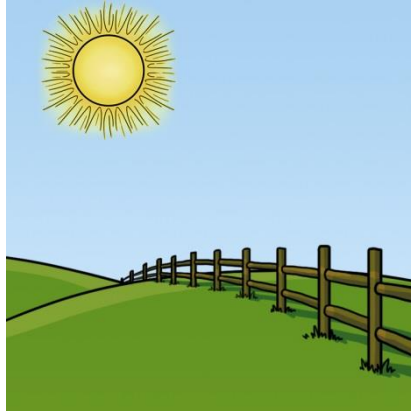
Grasshoppers eat leaves.

Context Clues

When do we hear thunder?

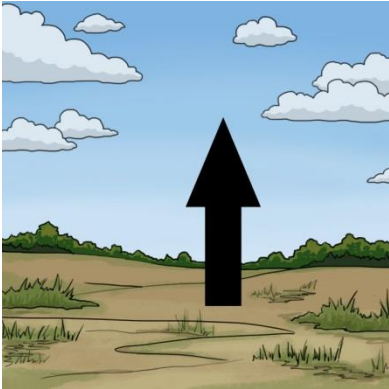


During a storm

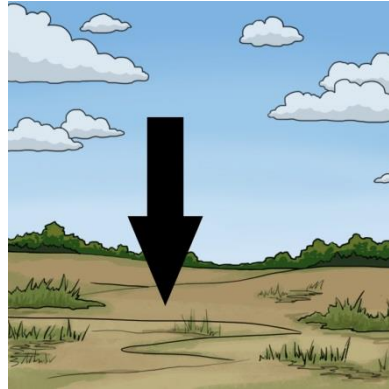


On a sunny day

Where does thunder come from?



The sky



The ground

What does thunder sound like?



A boom!



A phone ringing