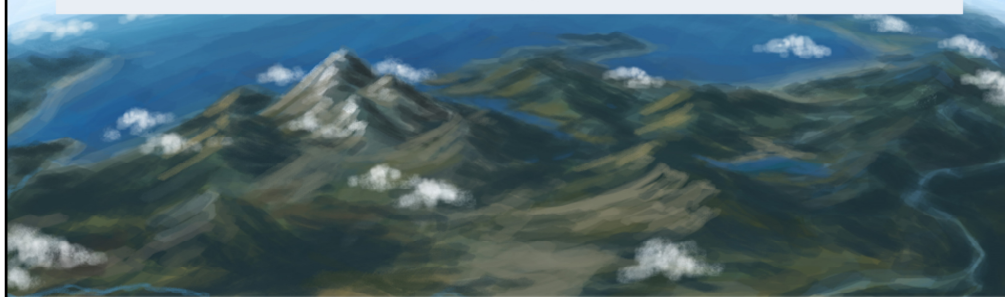


# NCSC ELA LANGUAGE ACTIVITIES WITH SCRIPTED SYSTEMATIC INSTRUCTION (LASSI)



Produced by:  
University of Kentucky,

in partnership with the National Center State Collaborative (NCSC)

*The contents of this product were developed 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 Department of Education and no assumption of endorsement by the Federal government should be made.*



Welcome to the National Center State Collaborative (NCSC) Language Activities with Scripted Systematic Instruction (LASSI) module. This module is presented by the University of Kentucky, based on material developed by UNCC, in partnership with NCSC.



This printable PDF version of a NCSC module has been provided for your convenience. The PDF version of the module will be very similar to the online module, with a few revisions to eliminate features that are only necessary in the online learning environment. Because the PDF presentations are the content of the online courses and retain the formatting and some of the features of the modules, we have included the following description. The NCSC professional development courses each consist of one or more modules. To help the learner navigate in the courses, the modules have a uniform design and format. All learning modules follow four themes: plot the course, explore the terrain, check the map, and expand your horizons. In plot the course learners discover what is covered in the module, including their learning objectives and other steps they will follow while viewing the module. In explore the terrain, the learner will engage with the content and learn about the topic covered in the module. In check the map the learner has the opportunity to review and self-assess their understanding. Some of the PDF presentations (printable versions of the modules) will not contain Check the Map sections as there are no self-assessments in the printable PDFs. Finally, expand your horizons offers ways in which the learner can explore the content further, or apply what they have learned. Theme Indicators appear on most slides to tell the user what type of content is contained in the slide.

## MODULE GOALS



Increase understanding of the purpose and use of the LASSIs

Increase knowledge of the LASSI contents and learn how to navigate through the LASSI document



In this module you will increase your understanding of when and how to use the LASSIs and learn how to increase your students' access to grade level standards using this tool. You will also learn how to navigate through the LASSI documents.

## RELATED CONCEPTS



Here are some concepts that will be discussed in this module. If you would like background on these concepts, click forward on the playbar. If you are familiar with the concepts and do not need additional background, click on the button labeled skip definitions.

- Common Core State Standards
- Learning Progressions Framework
- Core Content Connectors
- Graduated Understandings



In this module reference is made to the following concepts:

- CCSS - Common Core State Standards or Grade level content standards from your state.
- LPF - Learning progressions Frameworks
- CCC - Core Content Connectors
- Graduated Understandings

If you would like background on these concepts, click forward on the playbar. If you are familiar with the concepts and do not need additional background, click on the button labeled skip definitions.

**RELATED CONCEPTS - CCSS  
COMMON CORE STATE STANDARDS**

Your State has either developed their own grade level state standards or has adopted the Common Core State Standards to establish guidelines for learning in Math and English Language Arts from kindergarten through 12<sup>th</sup> grade.

Achieving the learning goals put forth in the standards will prepare students for college and career.




We based our work in all these modules on the CCSS and the College and Career Readiness Standards. You can apply the same process with your state standards.

Your State has either developed their own grade level state standards or has adopted the Common Core State Standards to establish guidelines for learning in Math and English Language Arts from kindergarten through 12<sup>th</sup> grade. These are based on the **College and Career Readiness Standards**.


The actual implementation of the standards, including how they are taught, the curriculum developed, and the materials used to support teachers as they help students reach the standards, is led entirely at the state and local levels.

**RELATED CONCEPTS - LPFs**  
**LEARNING PROGRESSIONS FRAMEWORKS**



The Learning Progressions Frameworks:

- describe pathways for learning that focus on the big ideas of a discipline
- help educators design instruction and assessments that move students toward deeper and broader understanding of the content
- include progress indicators; descriptions of observable learning along the learning continuum in each strand



The Learning Progressions Frameworks, or LPF, present a broad description of the essential content and general sequencing for student learning and skill development (Hess, 2010).

The LPF is a hypothesized pathway that typical peers may take, and is meant to inform what typical peers will be working on grade by grade. In the past, we have struggled to understand how to choose content grade by grade to ensure inclusion of students with the most significant cognitive disabilities in grade AND age appropriate content, even though they may not have built all the skills in a previous grade. The pathways focus on the big ideas of a discipline.

The LPFs give us the educational logic to help move these students along with their peers in a systematic, educationally sound way.

The LPF contain learning targets and progress indicators that are referenced in the NCSC Curriculum and Instruction materials.

Learning targets (general/broad performance descriptors) are defined by grade spans, K-4, 5-8 and high school.

Related specific skills and concepts are called the progress indicators (PIs).

## RELATED CONCEPTS – CCCs CORE CONTENT CONNECTORS



The Core Content Connectors (CCC's) identify - the most salient grade-level, core academic content in ELA and Mathematics found in both the [Common Core State Standards](#) and the [Learning Progression Frameworks](#).

CCCs have been formatted into 2 subgroupings under an umbrella term [Graduated Understandings](#). They are the [Instructional Families](#) and [Element Cards](#).



The Core Content Connectors (CCC's) identify the most salient grade-level, core academic content in ELA and Mathematics found in both the [Common Core State Standards](#) and the [Learning Progression Frameworks](#) and similar content can be found in your state standards.

Using the LPF, NCSC identified the “big ideas” from Common Core State Standards needed to make progress through the grades. The same process can be duplicated with any state's grade level content standards.

These “big ideas” were then broken down into more frequent benchmarks called CCCs that provide a pathway to the grade level standards-not extended standards.

CCCs are the basis for the assessment, but not the starting point for instruction. The original format for the CCCs is a list by grade and content that has been reformatted into Instructional Families; a graphic representation of the relationships between the CCC's, the CCSS, and the LPFs. In addition Element Cards have been developed that tie together key components and provide ideas for instruction, supports and scaffolds.

## RELATED CONCEPTS – GU's GRADUATED UNDERSTANDINGS



The [Graduated Understandings](#) are comprised of two resources:  
[Instructional Families](#) and [Element Cards](#).

The Instructional Families and Element Cards present:

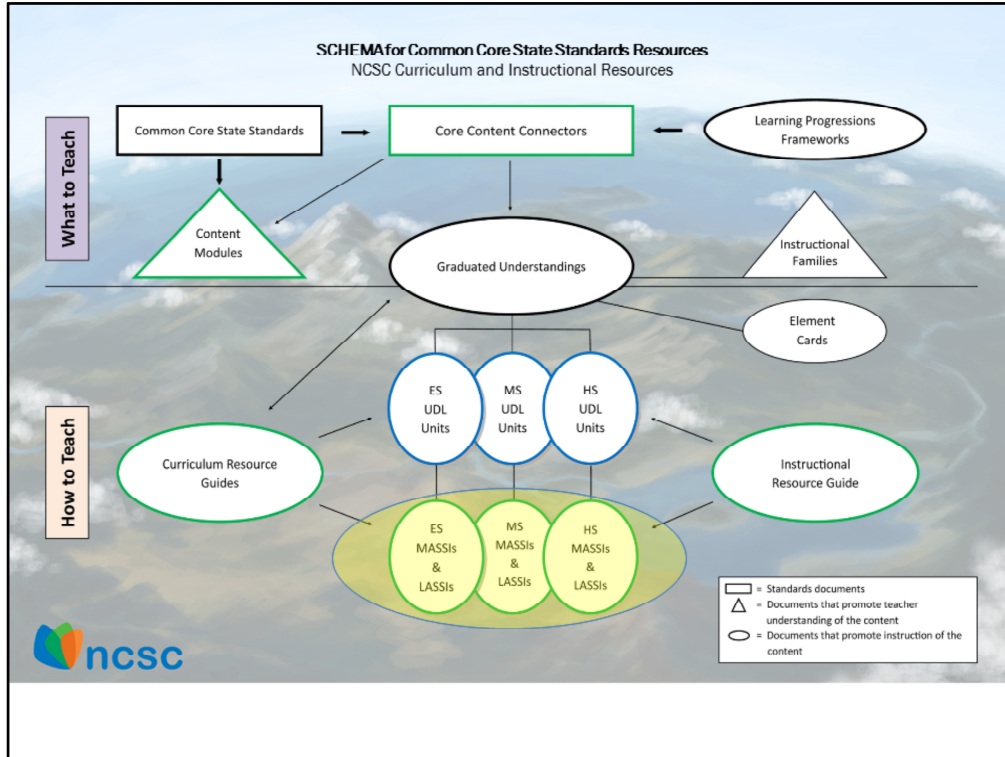
- areas of curricular emphasis
- the progression of learning within domains of the Common Core State Standards.



The Graduated Understandings are comprised of two resources: The Instructional Families and the Element Cards. These resources can be found on the NCSC wiki.

The Instructional Families and Element Cards present the areas of curricular emphasis within and across grades and the progression of learning within domains of the Common Core State Standards. Similar curricular emphasis can be identified in state standards.





The LASSIs are located in the ‘how to teach’ section of the NCSC schema. They offer intensive instruction using evidence-based practices. These “Language Activities with Scripted Systematic Instruction” have several features.

They target Core Content Connectors (CCCs) prioritized for NCSC assessment. They offer a guide for instruction with increasing levels of difficulty. In each of the LASSIs the following methods make the content accessible and appropriate for academic interventions:

The first steps of the lesson are accessible to students with little to no understanding of the content.

The lesson continues building understanding through a target component of the CCCs.

The LASSIs use a real life activity to teach the concept; that is, they bring text to life using a hands-on activity. These activities can be easily set up in most classrooms.

Finally, the instruction is scripted, making them easy for teachers to use, and includes evidence-based practices shown to be effective in teaching English Language Arts skills to students with significant cognitive disabilities.

The LASSIs come with data sheets that can be used for monitoring progress toward mastery and a skill test for practicing responding in a testing context.

Neither the Units/Plans nor LASSIs provide everything needed to teach all CCCs at each level. Instead, they provide models for how to teach the content. Teachers may find they can apply these model plans as a way to get started in teaching the CCCs/-Common Core or state standards.

After teaching the model lesson plan or LASSI, teachers will gain practice in instructional strategies that are effective for teaching general ELA content. MASSIs will serve the same purpose for mathematics content as the LASSIs do for English Language Arts content.

**Please have a LASSI available to view as we continue.**

## LASSI TOPICS AND TEXTS



|               | Vocabulary and Acquisition  | Informational Texts                    | Narrative Texts                                     |
|---------------|---|--|---|
| Elementary    | <i>Because of Winn Dixie</i> by Kate DiCamillo                                | Articles on the topic of pets          | <i>Esperanza Rising</i> by Pam Muñoz                |
| Middle School | <i>Cheaper by the Dozen</i> by Frank Gilbreth, Jr. & Ernestine Gilbreth Carey | Articles on the topic of flight        | <i>A Single Shard</i> by Linda Sue Park             |
| High School   | <i>The Pearl</i> by John Steinbeck  | Articles on the topic of getting a job | <i>Marcelo in the Real World</i> by Francisco Stork |



LASSIs were developed for each grade band (Elementary, Middle, and High) and include activities for vocabulary, informational text, and narrative text. The texts used in each example are at or close to grade level.

For Elementary these texts include:

*Vocabulary: Because of Winn Dixie* by Kate DiCamillo

Informational text: Articles on the topic of pets

*Narrative texts: Esperanza Rising* by Pam Muñoz

For Middle School:

*Cheaper by the Dozen* by Frank Gilbreth, Jr. & Ernestine Gilbreth Carey

Articles on the topic of flight

*A Single Shard* by Linda Sue Park

And for High School:

*The Pearl* by John Steinbeck

Articles on the topic of getting a job

*Marcelo in the Real World* by Francisco Stork

As teachers expand and develop their own LASSIs, a general education teacher or district curriculum specialist can provide examples of grade appropriate text.

## CONTENTS ACROSS ALL LASSIS



- Sample scripted systematic instruction
  - Content Basic Concepts and vocabulary
- Building toward grade level components
  - Additional Activities to extend competence
- Progress Monitoring




These are the key components of each LASSI:

- Sample scripted systematic instruction
- Content Basic Concepts and vocabulary
- Building toward grade level components
- Additional Activities to extend competence
- Progress Monitoring

This review will provide details for each.

# LASSI WALK THROUGH



**Language Arts Sample Systematic Instruction Script (LASSIS): Elementary Vocabulary and Acquisition**


BACK TO Language Arts Sample Systematic Instruction Script

Contents [show]

**Key Text:** Excerpt from *Because of Winn Dixie*  
**Grade Band:** Elementary (Grades 3-5)  
**Focus:** Building Understanding of Words and Stories



| Topic | Core Content Connectors                            | Common Core State Standard   | Essential Understanding   | LASSI Objectives |
|-------|--|--|---|------------------|
|       | 3.RWL.h2 Identify grade level words with accuracy. | 3.RF.4 Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | Identify frequently used nouns.<br>THEN<br>Identify high frequency words. |                  |



Let’s review the layout of the elementary LASSI. First, all the LASSIs provide example instructional activities for both informational and narrative text. Each LASSI names the key text, grade band, and focus at the top of the first page. The focus of the this example LASSI is “Building Understanding of Words and Stories”

Immediately following the descriptive information at the head of the document is a table. (In printed copies this table is several pages long.)

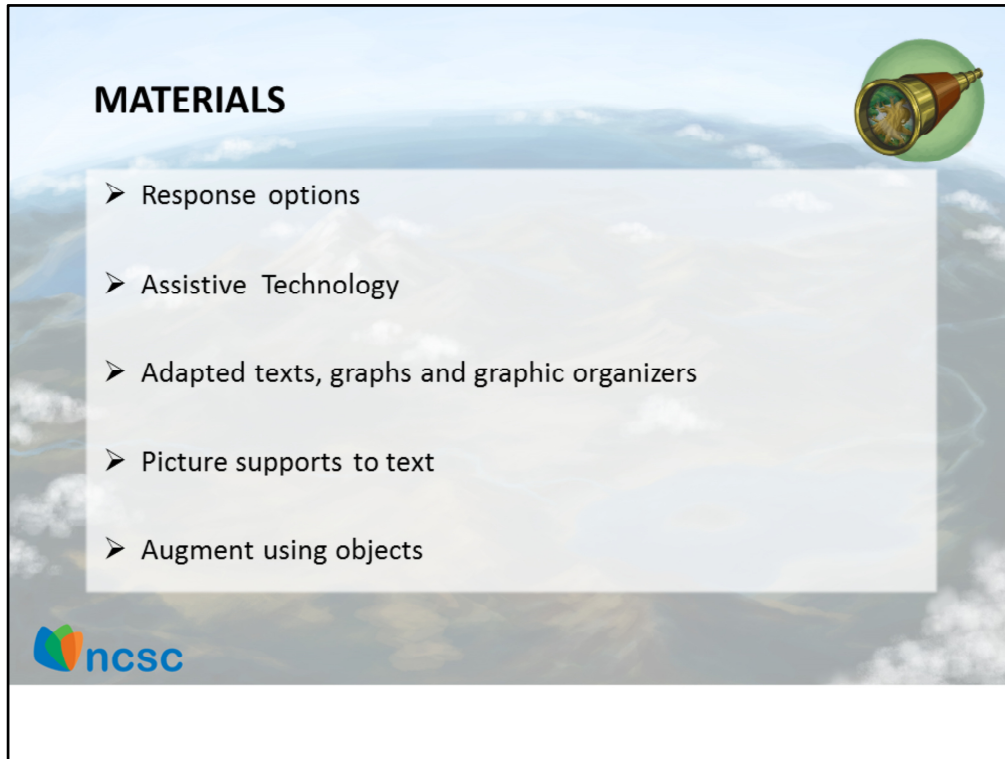
The first column lists the topic of instruction. The topics for the first set of LASSIs are “Word Studies” (see page 1), passage comprehension (see page 2), and using context clues (see page 3).

The second column lists the corresponding Core Content Connectors to each topic area. Remember, this is a component of the Common Core State Standard (see 3<sup>rd</sup> column), it is not an “extended standard”. The first number corresponds with the grade level (e.g., 3<sup>rd</sup> and 4<sup>th</sup> grade above). The letters correspond with the content area in ELA. “RWL” stands for “Reading at the Word Level” so standards with those letters will focus on word studies and context clues. The other content area of ELA being addressed is “RL” which stands for “Reading Literature” and will focus on building comprehension skills. If your state has not adopted the Common Core, the CCCs represent many states standards and can be used in similar processes.

In the fourth column, the Essential Understandings (EUs) identify the fundamental concepts


and skills that students use to address the content described in a reading CCC at a specific grade level. These EUs are in a suggested progression which reflects one potential path to reach the content targets within the CCCs. Since students differ in how they learn and demonstrate their understanding, instructional decisions should be made by the teacher to meet the needs of each student.

The final column address the targeted LASSI objective. Because the CCCs encompass several skills, each LASSI may only address a component within that CCC. The LASSI objective is more specific. For example, CCC ->4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer. The LASSI objective specifically focuses on a story and tells you what exactly the student will do (e.g., “Select the theme of the story when given four options and match to a supporting detail in the text.”)



## MATERIALS

- Response options
- Assistive Technology
- Adapted texts, graphs and graphic organizers
- Picture supports to text
- Augment using objects

ncsc

After the table, is a box labeled “materials needed.” There are suggestions for several ways to adapt the text and further information about the complexity of the text provided.

This information is followed by a series of lessons. Each lesson has a specific focus. The lessons are scripted and provide a step-by-step process which includes the number of the step, what the teacher says or does, and response options. These response options can be adapted for each student. Remember to use assistive technology as needed. Students who use assistive technology to communicate need the support for every activity.

Examples of adapted texts, graphs and graphic organizers are provided.

The original articles used for the informational LASSIs are included.

Picture supports for text should be provided for students if needed, but we encourage you to try without first.

Augment using objects for students with the most severe disabilities or multiple disabilities to help with comprehension.

## BUILD ESSENTIAL UNDERSTANDING: BASIC CONCEPTS AND KEY VOCABULARY

The screenshot shows a Microsoft Word document with a table containing instructional steps. Three callout boxes provide additional information:

- Bold text indicates what teacher says**: Points to the bolded text in the 'Teacher Says/Does' column.
- Objectives correspond with the objectives at the beginning of the LASSI and will specify the grade level.**: Points to the objective text at the top of the table.
- Icons provide a reference to the instructional strategy used. These are explained in detail in the Instructional Resource Guide.**: Points to the icons in the 'Student Response' column.

| Step | Teacher Says/Does  | Student Response   |
|------|--|--|
| 11.  | Give students a copy of the article <i>Taking Care of Your Pet</i> . Find the title of the article. (Note: teachers may choose to skip this step in future lessons.)   | Points to <i>Taking Care of Your Pet</i> . (Teacher reads title. If student needs help, use LIP). <b>REMEMBER TO PRAISE EACH CORRECT RESPONSE!</b> |
| 10.  | We are going to read this article together. I want you to listen for a line in the article about taking care of pets. When I read "Taking care of pets is hard work", I want you to help me read "hard work." (Hold up a sentence strip with the words "taking care of pets is hard work." Point to the words as you read them, but wait for student to read the underlined words. Let's practice. "Taking care of pets is <u>hard work</u> ." Read the article. | Search "hard work" in $\square$ . student may use voice output device to say "hard work" or speak the words to help read it).                      |

The first section of narrative text focuses on Teaching Story Elements. The teacher/student dialogue is based on Task Analyses that were developed through a previous grant and research at UNC Charlotte. Here students will work on skills such as identifying title, author, characters, setting, and learning the repeated story line.

Bolded text indicates what the teacher will read. Non-bolded text provides directions to the teacher. Always read the top part of the table before moving to the numbered sections. In the top part of the table, you will also find the objective of that section of the lesson and the corresponding grade levels. Because the LASSIs were written for a grade band, it is likely that not all three grade levels will be addressed with each section. That does not mean you cannot continue teaching to your entire group! Consider other grade levels as an opportunity to expose students to what is to come or to review prior learned skills. Some students may have been exposed to story-based lessons in the past; whereas, this will be brand new for some students, so using a consistent format will help students know what to expect.


The icons correspond to a research-based instructional strategy for teaching literacy. For example, the two people together indicate the teacher should use the least intrusive prompting strategy. Rather than script this out for each step, a separate document, the Instructional Resource Guide, explains the strategy in detail and provides a model script. Teachers are strongly encouraged to read through this entire document and familiarize themselves with the instructional strategies prior to starting teaching using the LASSIs (and MASSIs). The instructional strategies can be used across curricular areas, so each



instructional strategy provides a model for how this would be taught in ELA, as well as in mathematics.

Teachers are reminded to praise students frequently to encourage responding.


## KEY VOCABULARY



Key vocabulary from a story corresponds with comprehension questions.

Each activity describes what the teacher says and does, and the expected student response. Each activity step number corresponds to the step on the progress monitoring sheet.

There is an icon in the “student response” column which indicates constant time delay (see the clock icon) will be used to teach the key vocabulary.



Vocabulary the student will learn in the story is listed. These words are likely to be words that the student will need to answer later comprehension questions. There are two options: one list of vocabulary words for a reader and one for a listener.

*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).

In this section, each activity step number corresponds to the step on the progress monitoring sheet for easy data collection.

Key vocabulary activities describe what the teacher says and does, and the student response. These are also clearly shown on the progress monitoring data sheet

Note the icon in the “student response” column which indicates constant time delay (see the clock icon) will be used to teach the key vocabulary.

One thing that may differ in the LASSI (elementary) from the middle and high school, is the “Build a Grade-Aligned Component” header. This may disappear and be replaced by “Building Essential Understanding.” This is because the “grade appropriate” vocabulary for middle and high school may appear in the context clue section, more so than the initial Word Study section. This is not always the case. It is text dependent.

Review your copy of a LASSI and note where these components are located.

## ADDITIONAL LASSI COMPONENTS



- Context clues, text comprehension or plot analysis
- Writing activities
- Real-life extension activity ideas and real-life applications
- Building toward grade level competence



Here are some additional LASSI components.

Depending on grade level, activities will include context clues, text comprehension or plot analysis.

Each LASSI includes additional activities that correspond with the lesson. In unit 1 and 3 of each LASSI, there are writing activities.

The LASSIs include a section on Building Toward Grade Level Competence: Not all students will be expected to achieve this level. For units 1 and 3, if there are students in your class who excel in reading and need a bit more challenge, the LASSI will recommend the teacher use the un-adapted or original text. “Wh” questions are provided, as well as grade-level vocabulary.

## SAMPLE RESPONSE BOARDS



Article #1: *Taking Care of Pets* Response Boards  
Step 13: What is the topic of this article?

|  |   |
|--|---|
| <br>chocolate | <br>fish |
| <br>pets      | <br>dogs |

Step 19: What is the main idea of this article?

|   |
|---|
| <br>chocolate is bad for you  |
| <br>dogs make the best friends |
| <br>taking care of pets        |
| <br>all pets should be outside |



Here is a sample of 2 response boards provided for different informational reading samples. Examples of adapted text, assistive technology, and scripted lessons are throughout all the LASSIs. The NCSC Instructional Guide on the Wiki gives detailed strategies and directions on how and when to use each. These instructional strategies are referenced in the LASSI activities.

## FUTURE CHAPTERS



LASSIs provide:

- the entire adapted text.
- examples showing how to do the response boards for the key vocabulary, main idea and supporting details, theme, and context clues in the first chapter of text. Teachers will do the remaining response boards for later chapters.
- completed tables. Teachers will simply have to use pictures to create the response boards.



LASSIs provide an entire adapted text and have provided examples on how to do the response boards for the key vocabulary, main idea, supporting details, theme, and context clues for the first chapter of text. Teachers will have to do the remaining response boards for later chapters. This is largely due to copyright laws, and also to ensure teachers can do this for future texts.

There are tables in each activity called Check and Score that include steps, a script for what the teacher says, and a place to note how the student responded. The steps correspond with the steps on the progress monitoring chart at the end of each LASSI. The directions for each activity segment may have a suggested instructional strategy such as Constant Time Delay or System of Least Prompts. These strategies and many more are explained in the NCSC Instructional Resource Guide on the Wiki.


## LASSIS SUPPORT IDEAS

High school vocabulary word: deftly  
Teacher acts out “deftly” removing the oyster from the shell while teaching *The Pearl*.

Generalization: Think of ways students can practice skills in other lessons, such as sequencing events after reading a poem included in the LASSI.

Provide opportunities to work in small groups with typical peers.

The LASSI uses graphic organizers such as a KWHL chart. Students may use the KWHL chart after reading the article titled: *Early Ideas about Flying*.



Each LASSI provides examples and ideas to support students through the activities and in additional activities.

1. For the high school vocabulary word: deftly

Teacher acts out “deftly” removing the oyster from the shell while teaching *The Pearl*.

2. Opportunities to work in small groups with typical peers are noted in each activity.

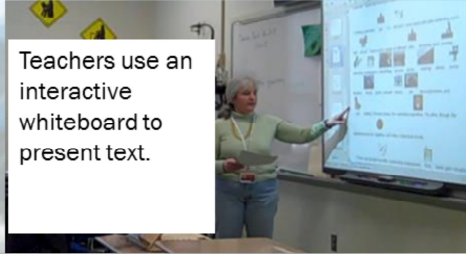
3. Generalization strategies include ways students can practice skills in other lessons, such as, sequencing events after reading a poem included in the LASSI.

4. The LASSI uses graphic organizers such as a KWHL chart. (Examples of this type of chart can be found online. A printer friendly version is posted by the North Carolina State University.) Students may use the KWHL chart after reading the article titled: *Early Ideas about Flying*.

## LASSIS AND TECHNOLOGY



Teachers use an interactive whiteboard to present text.



A notebook is used to present response options. The student makes a selection on the notebook.  
An interactive whiteboard can be used to match vocabulary words to pictorial representations.



Here are a few examples of how LASSIs using classroom technology can be presented. Teachers can use an interactive whiteboard to present text. A notebook is used to present response options. Students can make selections on the notebook. An interactive whiteboard is used to match vocabulary words to pictorial representations. As you review a LASSI, think about the technology your students need and how these activities can be integrated.

## CHECK FOR LEARNING



LASSIs offer intensive instruction based on evidence-based practices.

LASSIs all have the same components:

- Sample scripted systematic instruction
  - Content Basic Concepts and vocabulary
- Building toward grade level components
  - Additional Activities to extend competence
- Progress Monitoring



Remember:

LASSIs offer intensive instruction based on evidence-based practices.

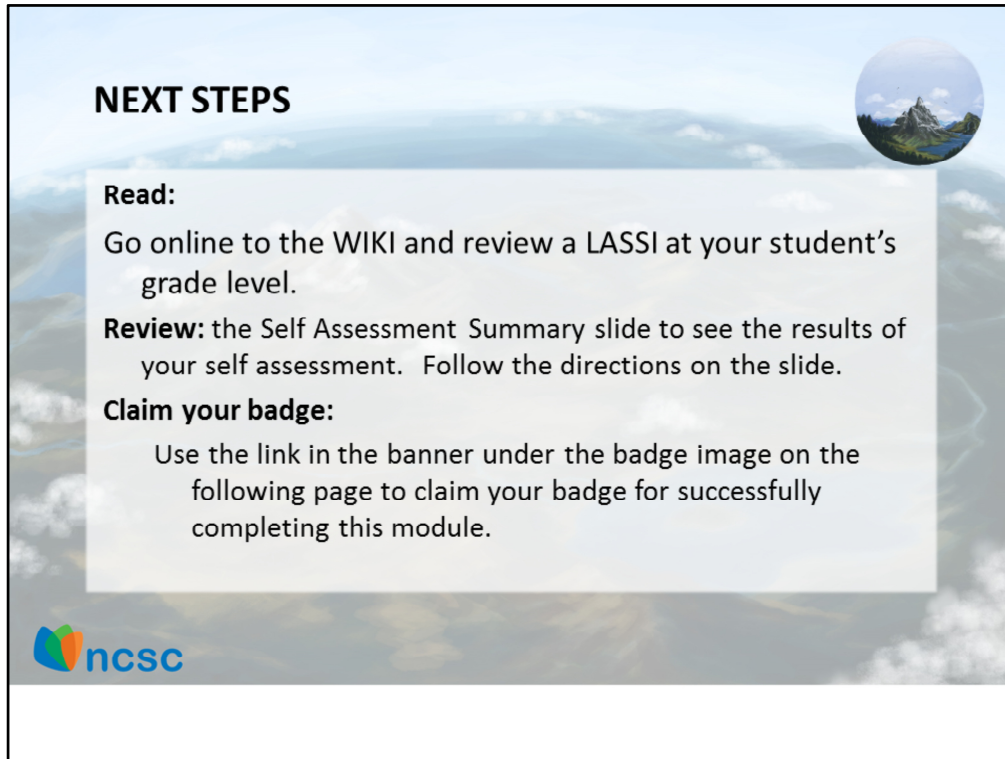
LASSIs all have the same components:

- Sample scripted systematic instruction
  - Content Basic Concepts and vocabulary
- Building toward grade level components
  - Additional Activities to extend competence

and

- Progress Monitoring






## NEXT STEPS

**Read:**  
Go online to the WIKI and review a LASSI at your student's grade level.

**Review:** the Self Assessment Summary slide to see the results of your self assessment. Follow the directions on the slide.

**Claim your badge:**  
Use the link in the banner under the badge image on the following page to claim your badge for successfully completing this module.

 ncsc

This concludes the ELA LASSI Module

**What to do next?**

Go online to the WIKI and review a LASSI at your student's grade level.

**Review:** the Self Assessment Summary slide to see the results of your self assessment. Follow the directions on the slide.

**Claim your badge:**

Using the hyperlink in the banner below the badge image in the following slide, claim your badge for successfully completing this module.

## REFERENCES

- Center for Applied Special Technology (2005). *UDL Guidelines*. Retrieved from [www.cast.org](http://www.cast.org).
- Clayton, J., Burdge, M., Denham, A., Kleinert, H., & Kearns, J. (2006). A four-step process for accessing the general curriculum for students with significant cognitive disabilities. *Teaching Exceptional Children*, 38(5), 20-27.
- Denham, A. (2004). Pathways to Learning for Students with Cognitive Challenges: Reading, Writing and Presenting. Interdisciplinary Human Development Institute, University of Kentucky. [Online] Available: <http://www.ihdi.uky.edu/IEI/>
- Denham, A. & Lewis, P. (2006). *The Application of Universal Design for Learning in the Classroom for students with the most significant disabilities*. SPLASH Training. Human Development Institute, University of Kentucky. Lexington, KY.
- Denham, A., Land, L. & Taub, D. (2011). *Yes, We Can Support Grade Appropriate Academic Content in Inclusive Environments*. Presentation at the annual meeting of TASH, Atlanta, GA.
- Land, L., Pugalee, D., Denham, A., and Kleinert, H. (2010). Math Instruction and Assessment Linked to Grade-Level Standards. In H. Kleinert & J. Kearns, *Alternate Assessment for Students with Significant Cognitive Disabilities: An Educator's Guide*. Baltimore: Paul Brookes.



If you would like more information on the concepts we have presented today, a list of references appears on the slide.