



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 3 Elementary 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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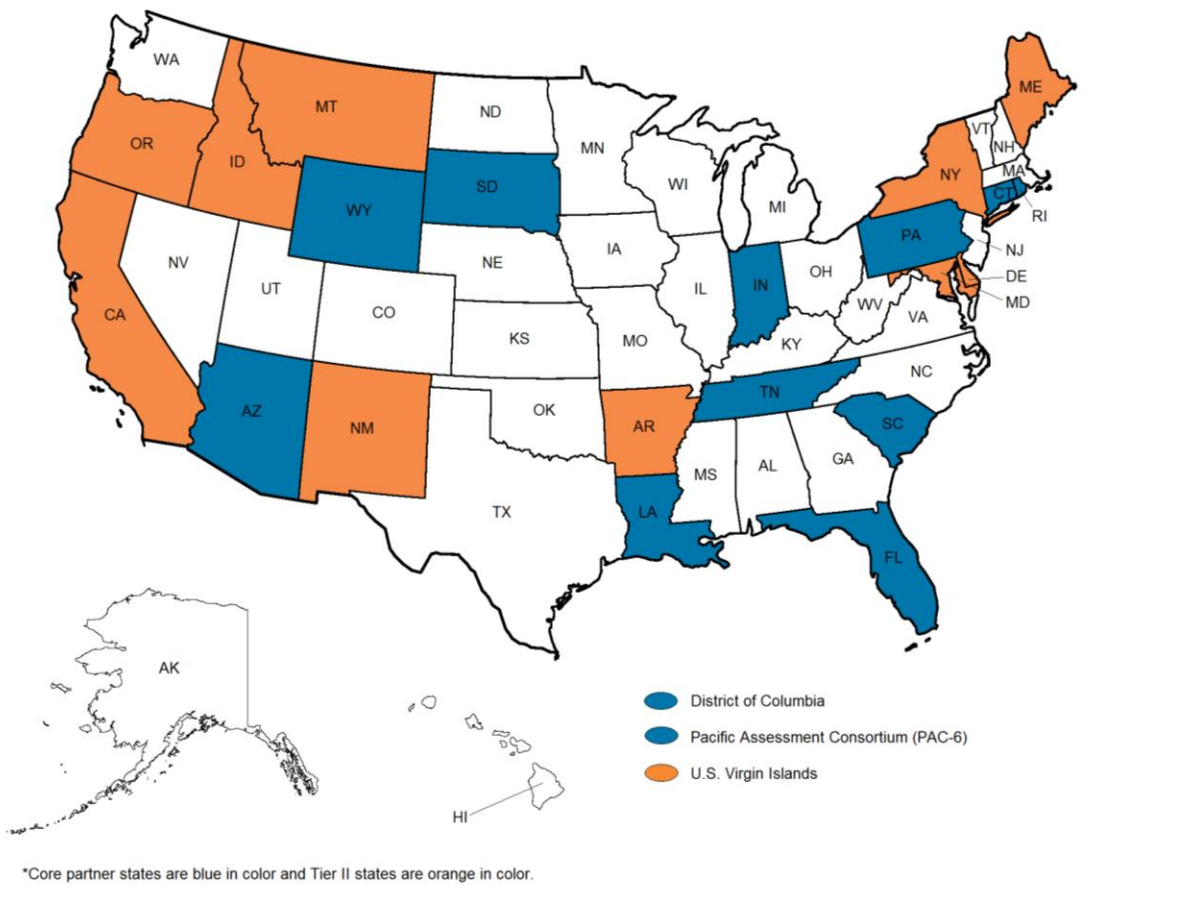


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NCSC is a collaborative of 13 states and five organizations.

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.



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

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Elementary LASSI Progress Monitoring Data Sheet
Building Understanding with Literature: Esperanza Rising

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 book cover.	Find the title of our book.	Points to title.						
2. Present student with book cover.	Find the author of our book. The author is the person who wrote our story.	Points to author.						
3. Present student with adapted text and picture response cards.	A character is a person in a story. "Who" asks for the name of a character, or a person in a story. Listen for who is a character in our story. Who is the main character in the story?	Selects "Esperanza."						
4. See above.	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. Where is the setting of the story?	Selects "ranch."						
5. See above.	The setting can also a time or date in a story. "When" asks about a time or date. Listen for when the story happens. When does the story happen?	Selects "1924."						
6. Present student with adapted text, sentence strip, and voice output device if necessary.	An event is something that happens in the story. "What" asks about an event or what happens in the story. Listen for the event that is about to happen. What event is about to happen?	Selects "grape harvest."						

Student Name: _____

<p>7. See above.</p>	<p>I have a special job for you to do today while I read the chapter. I want you to listen for what happens. When I read “birthday”, I want you to help me read “birthday.” (Hold up a sentence strip with the selected sentence. Point to the words as you read them, but wait for student to read the last word.) Let’s practice: “birthday.”</p>	<p>Student reads “birthday.”</p>						
		<p>NUMBER CORRECT:</p>						

BUILD A GRADE-ALIGNED COMPONENT: I. WORD STUDY

3rd, 4th, 5th Objective: Identify and define key words related to the story. (See teacher materials for vocabulary and pictures.)

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).

8. Present student with adapted text, vocab response cards, and picture response cards.	“Esperanza” (Show or read)	Reads/selects Esperanza and matches to picture.							
9. See above.	“Papa” (Show or read)	Reads/selects Papa and matches to picture.							
10. See above.	“Mama” (Show or read)	Reads/selects Mama and matches to picture.							
11. See above.	“Abuelita” (Show or read)	Reads/selects Abuelita and matches to picture.							
12. See above.	“ranch” (Show or read)	Reads/selects ranch and matches to picture.							
13. See above.	“harvest” (Show or read)	Reads/selects harvest and matches to picture.							
14. See above.	“vaqueros” (Show or read)	Reads/selects vaqueros and matches to picture.							
15. See above.	“campesinos” (Show or read)	Reads/selects campesinos and matches to picture.							
16. See above.	“fiesta” (Show or read)	Reads/selects fiesta and matches to picture.							
17. See above.	“grapes” (Show or read)	Reads/selects grapes and matches to picture.							
18. See above.	“tradition” (Show or read)	Reads/selects tradition and matches to picture.							

Student Name: _____

19. Present student with adapted text, vocab response cards, and picture response cards.	<p>Sometimes we can read a new word by sounding out the letters. Let's try a few. I'll show you a word.</p> <p>Read it and then show me the picture.</p> <p>(You may substitute words and pictures related to phonics skills your students are learning).</p> <p>Teacher shows "old."</p>	Points to picture of "old."						
20. See above.	Teacher shows "job."	Points to picture of "job."						
21. See above.	Teacher shows "doll."	Points to picture of "doll."						
22. See above.	Teacher shows "day."	Points to picture of "day."						
23. See above.	Teacher shows "big."	Points to picture of "big."						
		NUMBER CORRECT:						

BUILD A GRADE-ALIGNED COMPONENT: PASSAGE COMPREHENSION

<p>24. Present student with adapted text, sentence strips, and response options.</p>	<p>Before we begin reading, let's think about what this story is about. (Provide student with background knowledge.) The name of the story is Esperanza Rising. We said Esperanza is excited because it is almost her birthday. We also know from reading the first few sentences that she lives on a ranch with her Papa and Mama and that it is time for the grape harvest. Which of these do you think the story will be about? (Show sentence strips.)</p> <ul style="list-style-type: none"> - "growing grapes on the vine" - "Esperanza and her family" - "Papa and his dog" - "a bad storm " 	<p>Selects "Esperanza and her family."</p>						
<p>25. Present student with adapted text, sentence strips, and voice output device if necessary.</p>	<p>I am going to read the chapter aloud. Follow along with me. The title of the chapter is "Las Uvas". This means "grapes" in Spanish. Remember, you are going to help me read "birthday!" when I say "tomorrow is Esperanza's birthday!" Ready? (Read the chapter aloud. When you get to "birthday" read the sentence once. Then repeat, "birthday". Pause for student to read the last word.)</p> <p>*NOTE: Some students may read other key vocabulary words when you come to them.</p>	<p>Reads "birthday" (may use voice output device).</p>						
<p>26. See above.</p>	<p>Now that we've read the story, let's review our predictions. (Show the sentence strips again and review student choices) [e.g., Some of you thought ...].</p> <p>We can use facts from our story to support our choice. Here are 3 facts from our story. (Display 3 facts on board or table.)</p> <ul style="list-style-type: none"> - "Esperanza begins the grape harvest" - "Abuelita teaches Esperanza to crochet" - "Esperanza is worried because Papa is late" <p>Who is each one of these facts about?</p>	<p>Student selects (points/eye gaze) or reads response option: "Esperanza."</p>						

Student Name: _____

27. See above.	<p>Which of these predictions is about Esperanza? (If necessary, review statements.)</p> <ul style="list-style-type: none"> - “growing grapes on the vine” - “Esperanza and her family” - “Papa and his dog” - “a bad storm” 	Communicates “Esperanza and her family”.						
		NUMBER CORRECT:						

<p>3rd, 5th Objectives: Answer questions involving two story elements (e.g., character and event) and compare two characters, events, or settings using details from the story. (See materials for response options.)</p>						
28. Present student with adapted text and picture response cards.	<p>Let's answer some questions about our story. We will use the story to help us find the correct answers. Action is what the characters do in the story. Let's match the characters with their actions. (Display individual pictures of the chapter's characters on the table or board.) (Hold up a picture of an item from the chapter. Ask a 'who' question regarding the item.) "Who begins the grape festival?"</p>	Selects "Esperanza" (places picture of grapes with Esperanza's picture).				
29. See above.	<p>Hold up a picture of cows. "Who takes care of the cows?"</p>	Selects "vaqueros" (places picture of cows with the picture of vaqueros).				
30. See above.	<p>Hold up a picture of a man singing. "Who serenades Esperanza on her birthday?"</p>	Selects "Papa" (places picture of Papa with the picture of man singing).				
31. See above.	<p>Hold up a picture of a crocheted blanket. "Who teaches Esperanza to crochet?"</p>	Selects "Abuelita" (places picture of Abuelita with the picture of a blanket).				
32. See above.	<p>Hold up a picture of Papa's brothers "Who is kind to Papa's brothers?"</p>	Selects "Mama" (places picture of Mama with the picture of Papa's brothers).				
33. See above.	<p>Later in the story, Esperanza is worried about Papa. Why is Esperanza worried about Papa? (Reread the first sentence of paragraph 5, if needed.)</p>	Selects "because Papa is late."				
34. See above.	<p>Who else is worried about Papa? (Reread paragraph 5, if needed.)</p>	Selects "Mama and Abuelita".				
		NUMBER CORRECT:				

4th Objective: Identify traits or actions of a character using a graphic organizer. (See teacher materials for graphic organizer.)						
35. Present student with graphic organizer, picture response cards, and adapted text.	<p>A trait describes what a person is like. Traits can be how a person looks or something they do. (Tell students one of your traits. Ask students to identify one trait they have. Try to get examples of both traits you can see [e.g., tall] and traits you can't see [e.g., kindness].) We are going to record the traits of some of the characters in the story on a graphic organizer. We'll start with Esperanza's grandmother, Abuelita. First, let's put her picture in the middle of our graphic organizer so we know the traits are about her.</p>	Affixes a picture of Abuelita to the center. (Options: some students may be able to write the word "Abuelita" in the center of the graphic organizer.)				
36. See above.	<p>Next, I'm going to read a paragraph from our story that describes one of Abuelita's traits. Listen for one of Abuelita's traits as I read a passage from the story again. (Reread paragraph 6.) What is one of Abuelita's traits?</p>	Communicates a picture of "kind" (e.g., someone helping someone else). Use LIP if student does not respond correctly.				
37. See above.	<p>You're right. Abuelita is kind. Let's place "kind" on the graphic organizer so we will remember Abuelita is kind. We will add new traits for Abuelita as we discover them in the story.</p>	Affixes a picture for "kind" or writes the word "kind" on the graphic organizer. Assist the student as needed.				
		NUMBER CORRECT:				

5 th Objective: Select details across chapters that support the literary theme.						
38. Provide student with adapted text and response options.	<p>A theme is the topic or what the story is about. Let's work together to find a theme in our story. We'll begin by finding some facts about our main character, Esperanza. Who is Esperanza's father?</p> <p>Write each fact under Esperanza's name. Write "father – Papa".</p>	Selects "Papa."				
39. See above.	<p>Who is her mother? Write "mother – Mama".</p>	Selects "Mama."				
40. See above.	<p>Who else lives with Esperanza and her parents? Write "grandmother – Abuelita".</p>	Selects "Abuelita."				
41. See above.	<p>Does Esperanza have any brothers or sisters? Write "brothers or sisters – no". If Esperanza doesn't have any brothers or sisters, Papa, Mama, and Abuelita must be very important to her.</p>	Selects "no."				
42. See above.	<p>We read that Esperanza begins the grape harvest and Papa kisses the first cluster of grapes that she picks. We also read that Abuelita teaches her to crochet. Do you think that Esperanza spends a lot of time with her family? Write "yes". Esperanza spends a lot of time with her family, they must be very important to her.</p>	Select "yes."				
43. See above.	<p>Let's review the facts about Esperanza. (Read each one aloud.)</p> <ul style="list-style-type: none"> - Cooking is fun - Sisters are great friends - Family is important - Growing up on a ranch is hard <p>Which of these might be the theme of our story?</p>	Selects "Family is important."				

Student Name: _____

<p>44. See above.</p>	<p>Let's read a passage from Chapter 9 that shows that family is important to Esperanza. "Papa is dead. Mama is in the hospital. Abuelita is in Mexico. Esperanza misses her family."</p> <p>Who does Esperanza miss? Right! She misses her family. Family is important to Esperanza.</p>	<p>Selects "her family."</p>					
		<p>NUMBER CORRECT:</p>					

Student Name: _____

5 th Objective: Summarize a story using own words or picture sequence by identifying first, next, last (constructed response).						
45. Provide student with adapted text, graphic organizer, response options and sentence strip. 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 grapes and say, "First, the grape harvest begins.").	Tell me the story in your own words. What happened first? (Option: The goal of this part of the lesson is for students to summarize the story <i>in their own words</i> . 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.)	Communicates "grape harvest begins."				
46. See above.	What happened next?	Communicates "Esperanza's birthday" or "fiesta."				
47. See above.	What happened last?	Communicates "Papa is missing."				
48. See above.	Remember that each chapter title has a special meaning. This chapter was called "Los Uvas-Grapes". Why do you think the author called it that?	Communicates "because the chapter began with Esperanza starting the grape harvest."				
		NUMBER CORRECT:				

BUILD A GRADE-ALIGNED COMPONENT: III. Context Clues

5th Objective: Use a context clue strategy to figure out the meaning of unknown words. (See materials for response board.)

<p>49. Present student with adapted text, vocab response cards, and picture response cards.</p>	<p>Sometimes the story has new words you don't know. One way to figure out the meaning of a word is from the context. 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.</p> <p>Here's our first sentence. "The vaqueros take care of the cows." Can you guess what "vaqueros" means?</p>	<p>Selects picture of men on horses taking care of cows (e.g., cowboy).</p> <p>(Option: To make this a game, give student a point for each correct answer. Students may compete as teams; or if only one student, let student try to get correct answer faster than you do.)</p>						
<p>50. See above.</p>	<p>Here's another sentence with a new word. "The campesinos work in the fields." Who can find what campesinos mean?</p> <p>Nice job! You are really getting the hand of this! Now I'm going to give you a tougher one.</p>	<p>Selects a picture of workers in a field.</p> <p>Use same strategy for prompting as above/and same game format.</p>						
<p>51. See above.</p>	<p>"Tradition" is one of our vocabulary words. We know from the story that tradition is something you do year after year in the same way. Listen to this next sentence to hear one of Esperanza's birthday traditions. "It is a tradition for Papa and the other men from the ranch to serenade her at sunrise with the birthday song."</p> <p>What is an example of a 'tradition' for Esperanza?</p>	<p>Selects a picture of men singing.</p>						

Student Name: _____

52. See above.	<p>Remember, tradition is something you do year after year in the same way. There many kinds of traditions. For example, Esperanza has another tradition for her birthday. See if you can figure out another birthday tradition as I read this passage. “She will open gifts on her birthday.”</p> <p>What is another birthday tradition?</p>	Selects a picture of a gift.						
53. See above.	<p>You may have family traditions or things you do every year just like Esperanza and her family, but I bet they are different. What is one of your family traditions? Complete the following sentence, “One of my family traditions is to _____.”</p>	<p>Completes the sentence. Options: students can select a picture from ones you have prepared (e.g., get gifts on my birthday, decorate the Christmas tree) to complete the sentence or they can write a response. This activity can also be completed as a group by writing the sentence on the board and listing student responses.</p>						
		NUMBER CORRECT:						
<p>Note: To help students generalize, try other multiple meaning words in future lessons. Point out these words in everyday activities.</p>								
<p>Thanks for reading this story with me. You did a wonderful job with our story today. I can't wait to see what Esperanza does next.</p>								