



National Center and State Collaborative

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

All materials in this resource have been approved for public distribution with all necessary permissions. Selected excerpts are accompanied by annotated links to related media freely available online at the time of the publication of this document.



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 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.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

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.

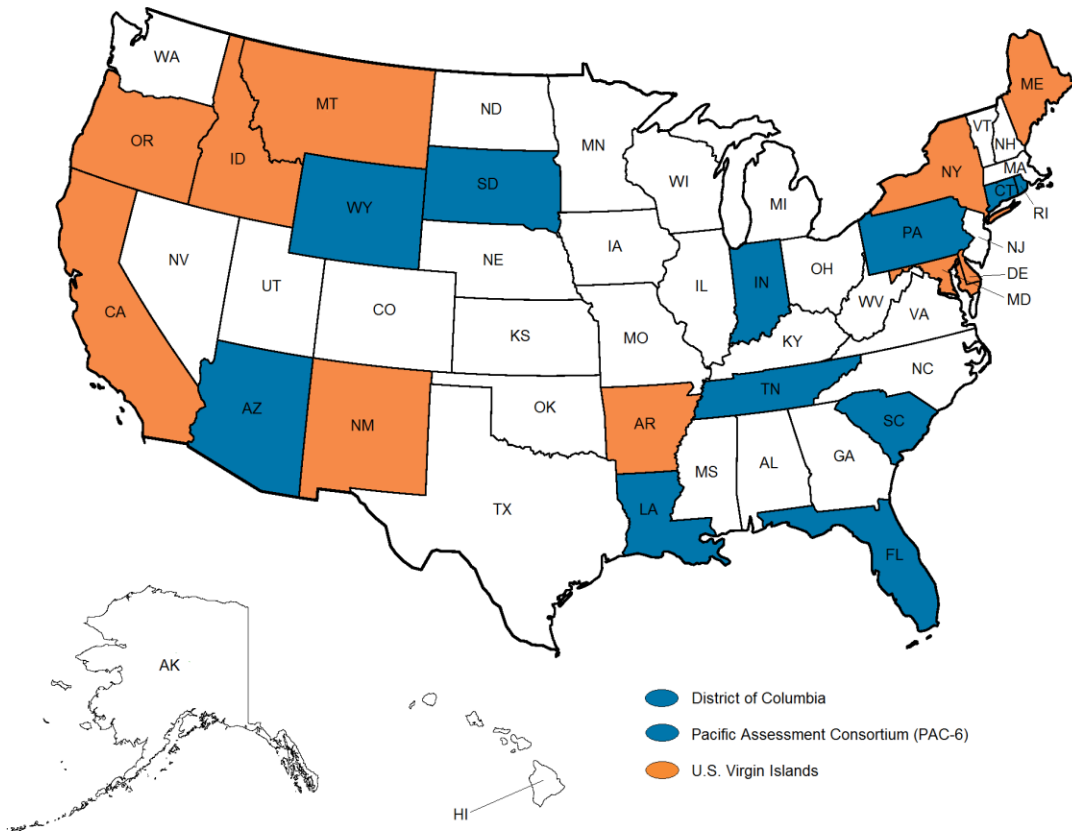


National Center and State Collaborative

NCSC is a collaborative of 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.



150 Pillsbury Drive SE
207 Pattee Hall
Minneapolis, MN 55455
Phone: 612-708-6960
Fax: 612-624-0879
www.ncscpartners.org



National Center and State Collaborative

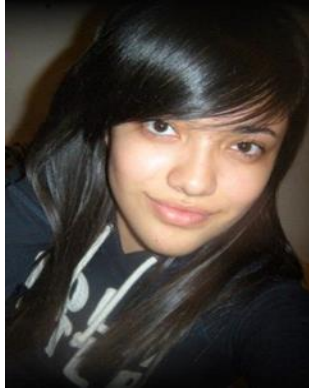
Language Arts Sample Systematic Instruction Script (LASSIS): Unit 3 Elementary School Narrative Text Teacher Materials

Diane Browder
Melissa Hudson
Angel Lee
Alicia Saunders

May 2014

Introducing Text

Who is the main character in the story?



Esperanza



cowboy



servant



field worker

Where is the setting of the story?



field



cabin



wagon



ranch

When does the story happen?

Today	April 1
1924	Wednesday

What event is about to begin?



grape harvest



**grandmother
crocheting**



**cowboys herding
cows**



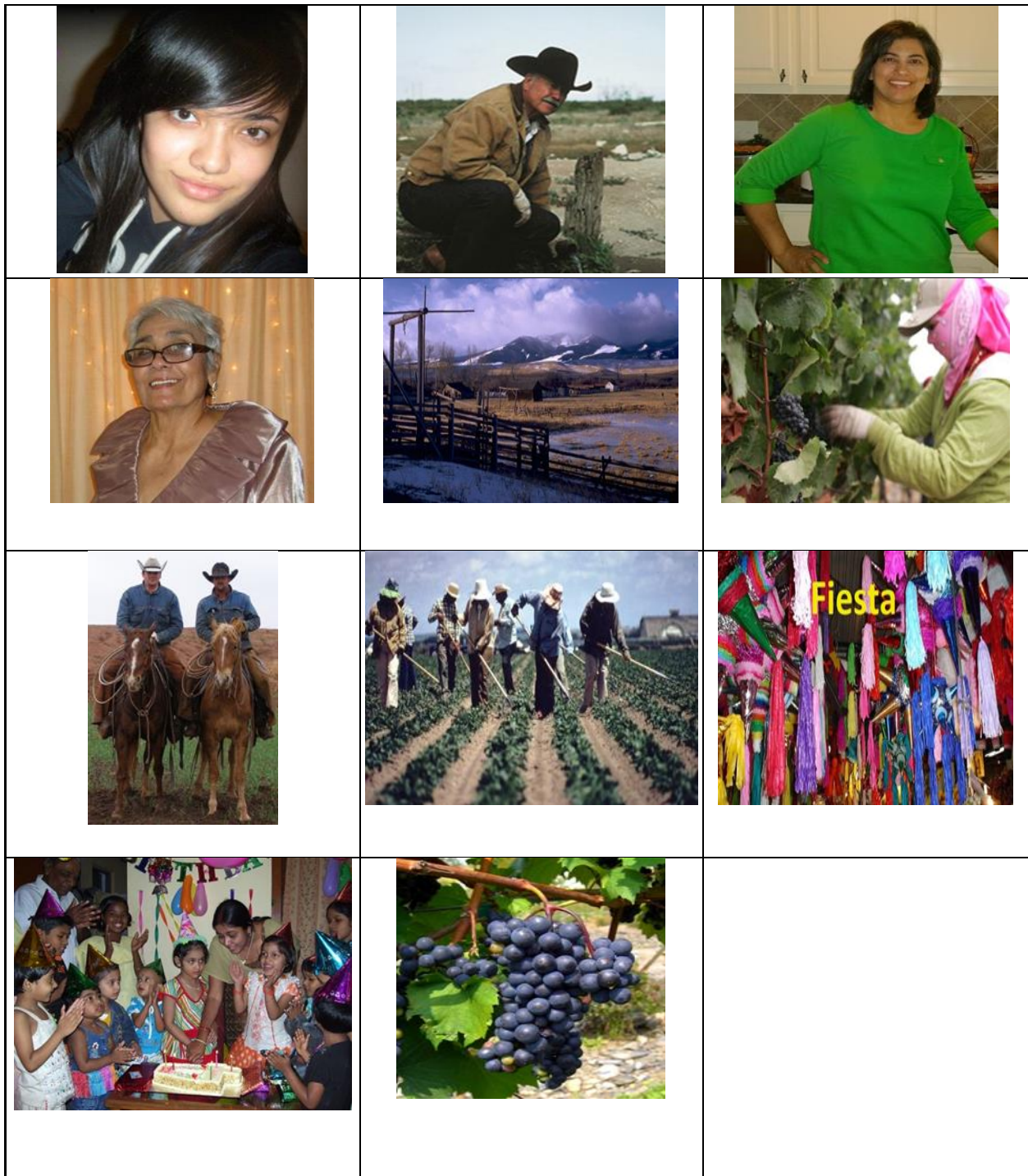
man singing

**Tomorrow is Esperanza's
birthday.**

Vocabulary
Identify/Match

Esperanza	Papa	Mama
Abuelita (grandmother)	ranch	harvest
Vaqueros (cowboys)	campesinos (field worker)	Fiesta (party)
tradition	grapes	

Vocabulary Response Board



Reader Option

(This activity is optional for students learning to read independently)

old	job	doll
birthday	big	ranch



Main Idea Sentence Strips

What is our story about?



growing grapes on the vine



Esperanza and her family



Papa and his dog

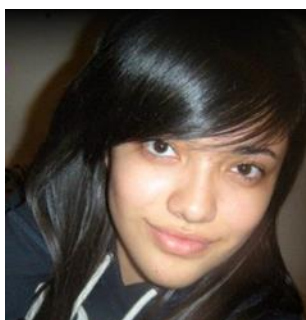


a bad storm

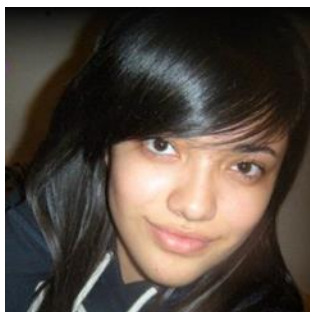
Facts about the Story



Esperanza begins the grape harvest.



Abuelita teaches Esperanza to crochet.



Esperanza is worried because Papa is late.

Characters and Their Actions

(Use with vocabulary cards for Esperanza, Papa, Mama, Abuelita, vaqueros, and grapes.)



Questions about the Story

Why is Esperanza worried about Papa?



Papa is sick.



He is riding horses.



Papa is late.



**He is driving
wagons.**

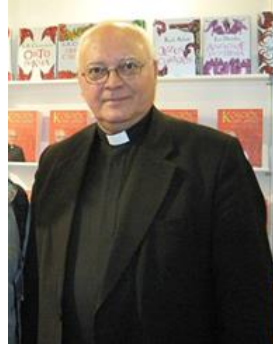


because Papa is late

Who else is worried about Papa?



Papa's brother



The priest



Mama and Abuelita

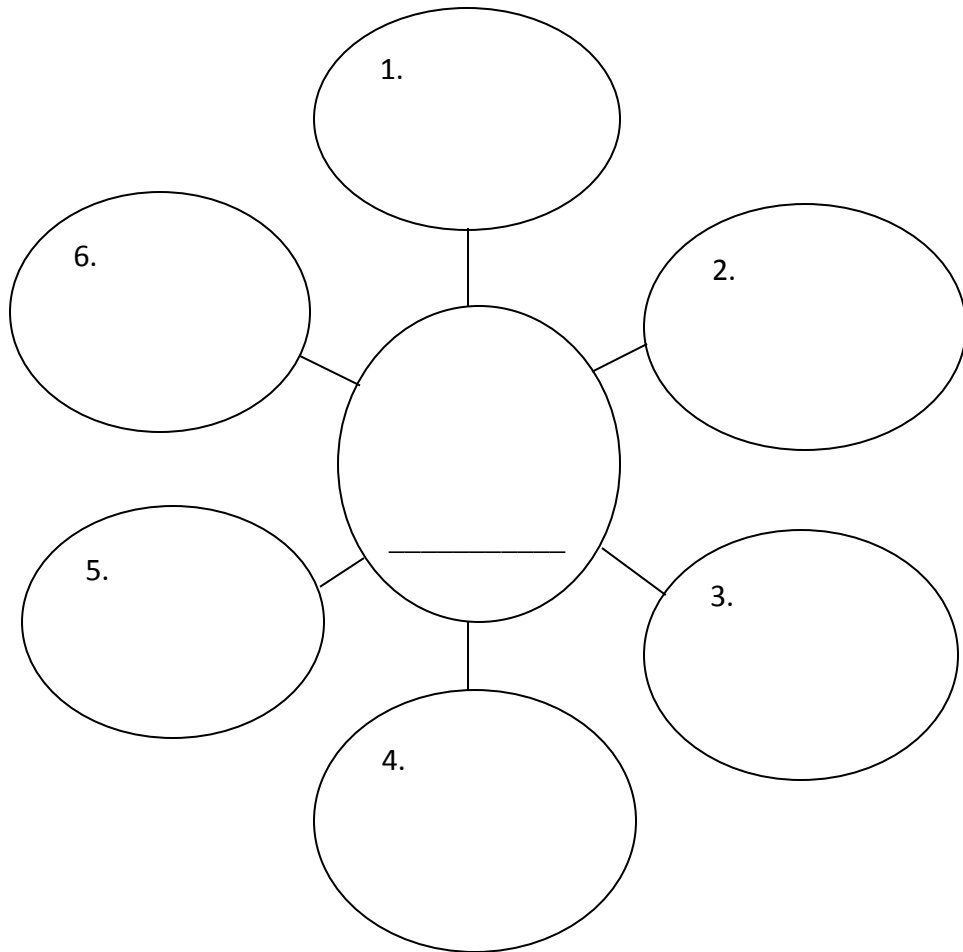


cowboy









Mama and Abuelita

Character Traits Graphic Organizer



	
kind	Abuelita

Theme Response Board

		 <p>Yes</p>
	 <p>No</p>	 <p>family</p>

Theme Sentence Strips

Which of these might be the theme of our story?



Hiking is fun.



Sisters are great friends.



Family is important.



Growing up on a ranch is hard.

Summarize the Story in Own Words

(Example of student response: “First was the grape harvest. Next was Esperanza’s birthday/fiesta. Last, Papa was late.” Use pictures to represent the events, if needed. Option: Place pictures on Sequence Graphic Organizer.)



Guess the Word!

Round #1



Round #2



Multiple Meaning Words

A Word with Multiple Meanings: tradition



Writing Prompt

(To complete the prompt, student selects a picture from ones you provide or writes their response in the blank. This activity can also be completed as a group by writing the sentence on the board and listing student responses.)

One of my family traditions is to _____.

Build Toward Independent Reading: Level 1 text

Chapter 1 – Las Uvas (grapes)



Hi! My name is Esperanza. I am 12 years old.

I live with Papa and Mama on a ranch. A ranch is a big farm.

This year, I have a special job. I will begin the grape harvest.

Tomorrow is my birthday. We will have a fiesta.

Papa will sing to me. I will open gifts. Papa always gives me a special doll.

Today, Papa is late. Mama is worried.

I wait with Mama and Abuelita, Mama's mother. Abuelita teaches me to crochet. Abuelita is a kind person.

Then, a wagon comes with a body in the back.

Biography of Cesar Chavez






¹ Cesar Chavez was born Cesario Estrada Chavez on March 31, 1927, near Yuma, Arizona. Chavez dedicated his life to improving the treatment, pay, and working conditions for farm workers. He knew all too well the hardships farm workers faced. When he was young, Chavez and his family **toiled** in the fields as migrant farm workers.

² After working as a community and labor organizer in the 1950s, Chavez founded the National Farm Workers Association in 1962. This union joined with the Agricultural Workers Organizing Committee in its first strike against grape growers in California in 1965. A year later, the two unions **merged**, and the resulting union was renamed the United Farmer Workers in 1972.

³ In early 1968, Chavez called for a national boycott of California table grape growers. A boycott is when people stop using something in protest. In this case, Chavez wanted people to stop buying grapes. Chavez's battle with the grape growers for improved compensation and labor conditions would last for years. At the end, Chavez and his union won several victories for the workers when many growers signed contracts with the union. He faced more challenges through the years from other growers and the Teamsters Union. All the while, he continued to oversee the union and work to advance his cause.

⁴ As a labor leader, Chavez employed nonviolent means to bring attention to the ***plight*** of farm workers. He led marches, called for boycotts and went on several hunger strikes. He also brought the national awareness to the dangers of pesticides to workers' health. His dedication to his work earned him numerous friends and supporters, including Robert Kennedy and Jesse Jackson. It is believed that Chavez's hunger strikes contributed to his death: He died on April 23, 1993, in San Luis, Arizona.

Cesar Chavez Response Board

 <p>Cesar Chavez</p>	<p>1927</p>	 <p>grapes</p>
 <p>Robert Kennedy</p>	 <p>Migrant Workers</p>	<p>1968</p>
 <p>Arizona</p>	 <p>Boycott</p>	 <p>Yes</p>



hunger strike



NO

no



California

Cesar Chavez Main Idea Sentence Strips

What is this biography about?



improving the lives of migrant workers



Labor Unions in America



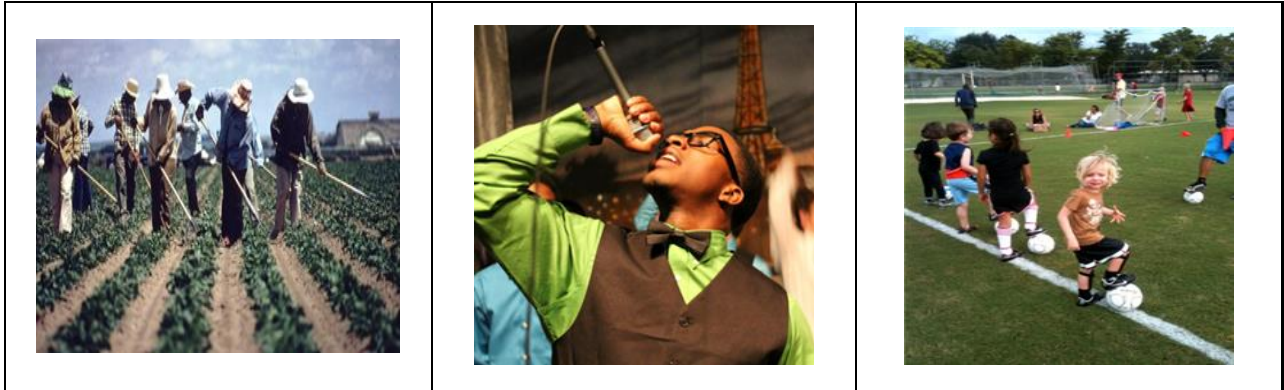
grapes are good for you



pesticides are dangerous

Using Context Clues for Cesar Chavez

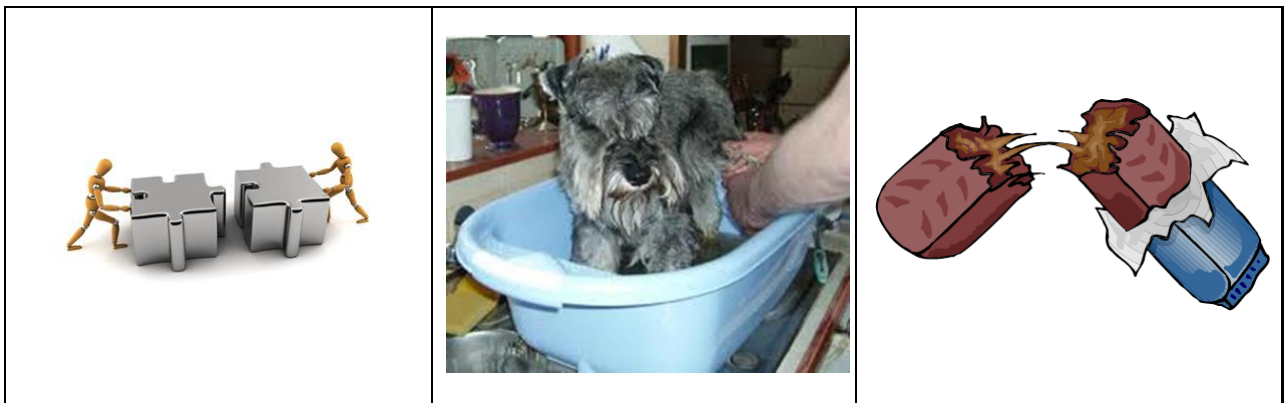
Who can find the meaning of “toiled”?



Who can find the meaning of “plight”?



Who can find the meaning of merged?



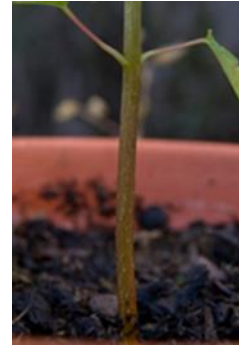
Poetry Response Board



seeds



Yes



plant stem



**fruits and
vegetables**

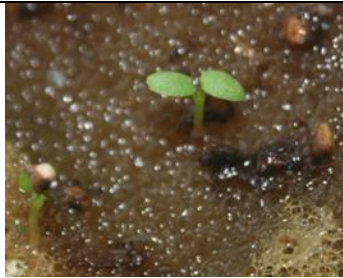


wind and water



No

Poetry Main Idea Sentence Strips



how a plant grows



eating fruits and vegetables

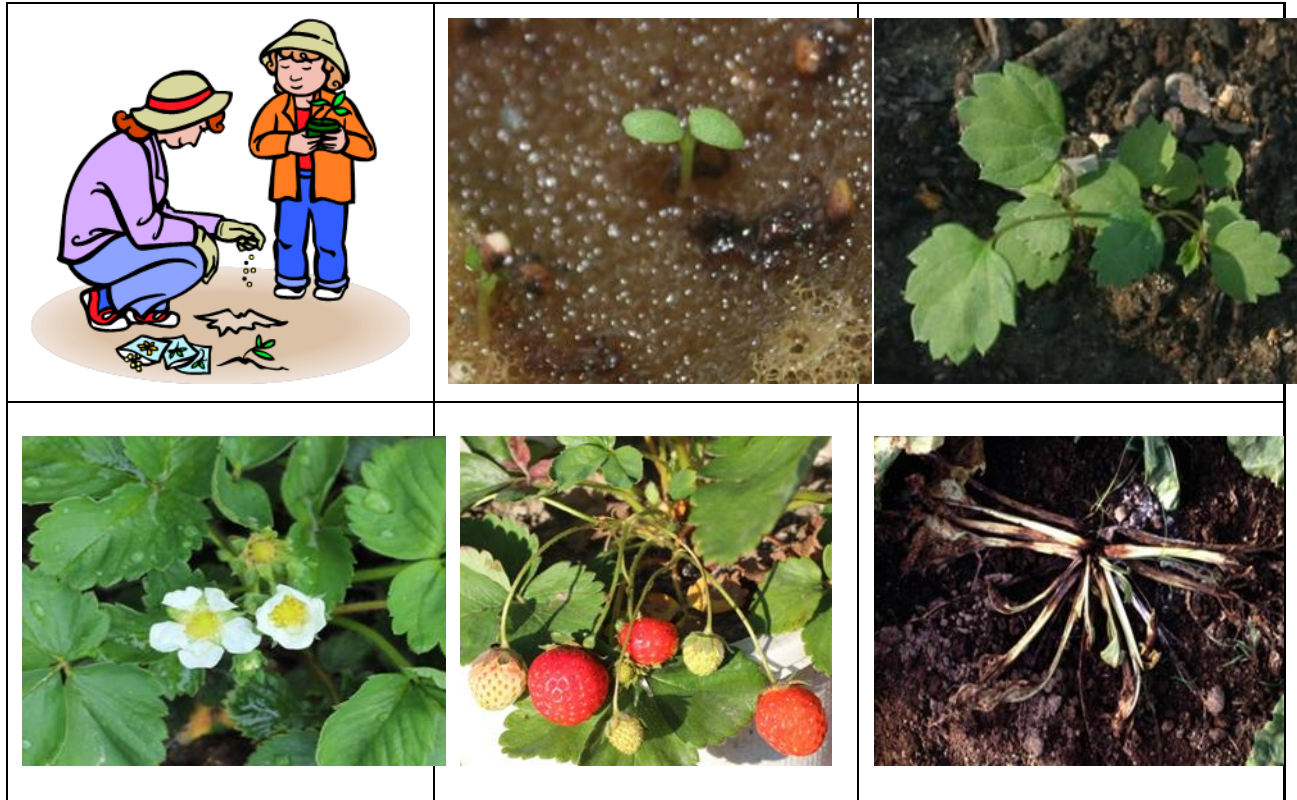


a windy day



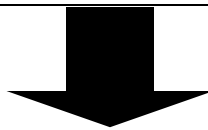
riding a bike

The Life Cycle of a Plant Sequencing Cards



SEQUENCE GRAPHIC ORGANIZER (for sentence strips)

FIRST

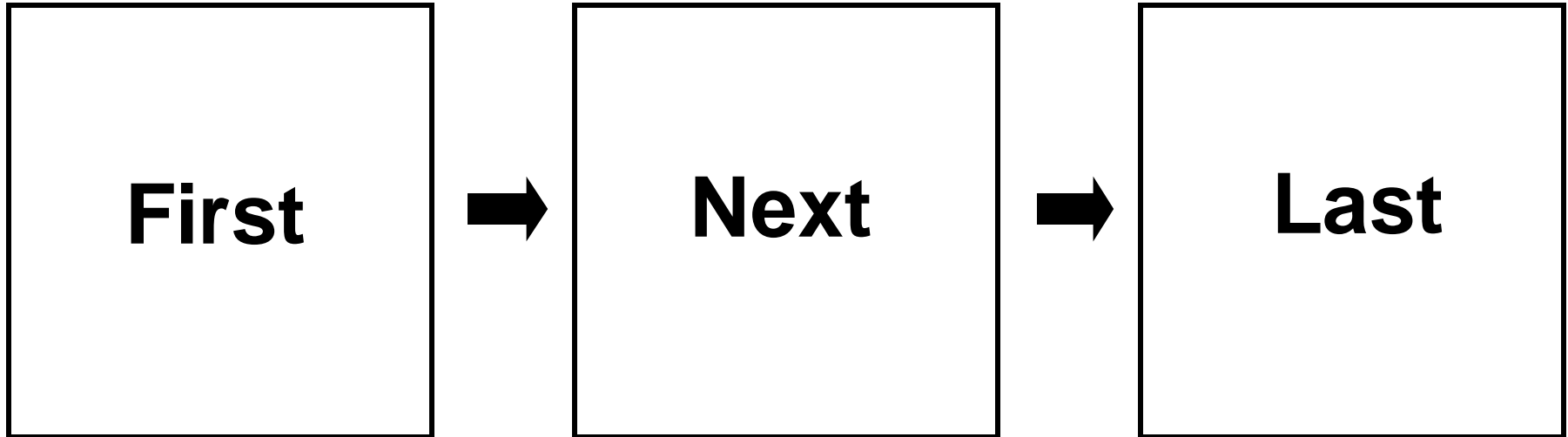


NEXT



LAST

SEQUENCE GRAPHIC ORGANIZER (for smaller response options)












CELEBRATION OF CHRISTMAS VENN DIAGRAM



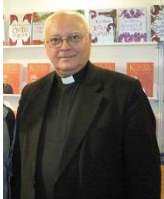





AMERICA

BOTH

HISPANIC COUNTRIES

Attribute Table: Esperanza Rising Elem Unit 3

Picture	Attribute	URL
	Brendan Lally http://www.flickr.com/people/50570552@N05	http://commons.wikimedia.org/wiki/File:Mexican_dance_girl_2010.jpg
	WalknBoston http://www.flickr.com/photos/60309882@N00	http://commons.wikimedia.org/wiki/File:Nova_Scotia_grapes_nearly_ready_for_harvest.jpg
	Emi Yañez from Barcelona, Spain http://www.flickr.com/people/34145688@N00	http://commons.wikimedia.org/wiki/File:Breva_ficus_carica.jpg
	Nicola Quirico http://commons.wikimedia.org/wiki/User:Nicola_Quirico	http://commons.wikimedia.org/wiki/File:Asparago_verde_aldedo.JPG
	Nigel Mykura http://www.geograph.org.uk/profile/14584	http://commons.wikimedia.org/wiki/File:Lettuce_Fields_at_Clyffe_Farm_-_geograph.org.uk_-_798084.jpg
	Gilles San Martin From Namur, Belgium	http://commons.wikimedia.org/wiki/File:Sugar_beet_field_%284799481326%29.jpg
	McGhievers http://commons.wikimedia.org/wiki/User:McGhievers	http://commons.wikimedia.org/wiki/File:Koch_Cabin.JPG
	Hahn Family Wines http://www.flickr.com/people/26818397@N04	http://www.flickr.com/photos/hahnfamilywines/2512607230/in/photostream/
	Nicke.me http://en.wikipedia.org/wiki/User:Nicke.me	http://commons.wikimedia.org/wiki/File:Women_knitting_a_woolen_sock..jpg

Picture	Attribute	URL
	Wendy Lefkovich http://www.flickr.com/people/7855705@N07	http://commons.wikimedia.org/wiki/File:Costa_Rican_Cowboys.jpg
	Alejandro Linares Garcia http://commons.wikimedia.org/wiki/User:AlejandroLinaresGarcia	http://commons.wikimedia.org/wiki/File:ManRoosterZaachila.JPG
	Sławek's http://www.flickr.com/photos/znanii/	http://commons.wikimedia.org/wiki/File:Waldemar_Chrostowski.jpg
	Tomas Castelazo http://commons.wikimedia.org/wiki/User:Tomascastelazo	http://commons.wikimedia.org/wiki/File:Old_zacatecas_lady.jpg
	Joel Levine	http://commons.wikimedia.org/wiki/File:Cesar_chavez_crop2.jpg
	Felix Gottwald	http://commons.wikimedia.org/wiki/File:MapArizona.svg
	Rod Waddington from Kergunyah, Australia http://www.flickr.com/people/64607715@N05	http://commons.wikimedia.org/wiki/File:Street_Level,_Ethiopia_%287094979845%29.jpg
	Gane Kumaraswamy http://www.flickr.com/people/19396720@N00	http://commons.wikimedia.org/wiki/File:Karainagar_Sivan.jpg