

A Guided Tour through NCSC Wiki Resources Reading Literary Text High School Example

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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.

National Center and State Collaborative (NCSC) Background

- NCSC received federal funding in 2010 and began developing a new alternate assessment in math and English Language Arts (ELA) to be completed by the 2014-15 school year.*
- Twenty-four states and 5 national centers are part of NCSC: <http://www.ncscpartners.org>.
- NCSC also developed curriculum and instructional resources for teaching students with significant cognitive disabilities, which can be used in any state: <https://wiki.ncscpartners.org>.


*Each state may have different implementation timelines for NCSC assessment.



Resources for Parents and Others: Links on NCSC Wiki Main Page

- Numerous summaries about the NCSC project and related concepts can be found by clicking on **NCSC Partners - Parent Resources** under “Quick Links.”
- Wiki navigation documents and an eight document series called Wiki Tips for Parents can be found by clicking on **Parent Tips and Tools** under “Wiki Resources.”
- Parent Modules about the NCSC curriculum and instructional resources and the NCSC resources for parents (and others) can be found by clicking on **Educator Professional Development and Parent Resources** under “Wiki Resources.”

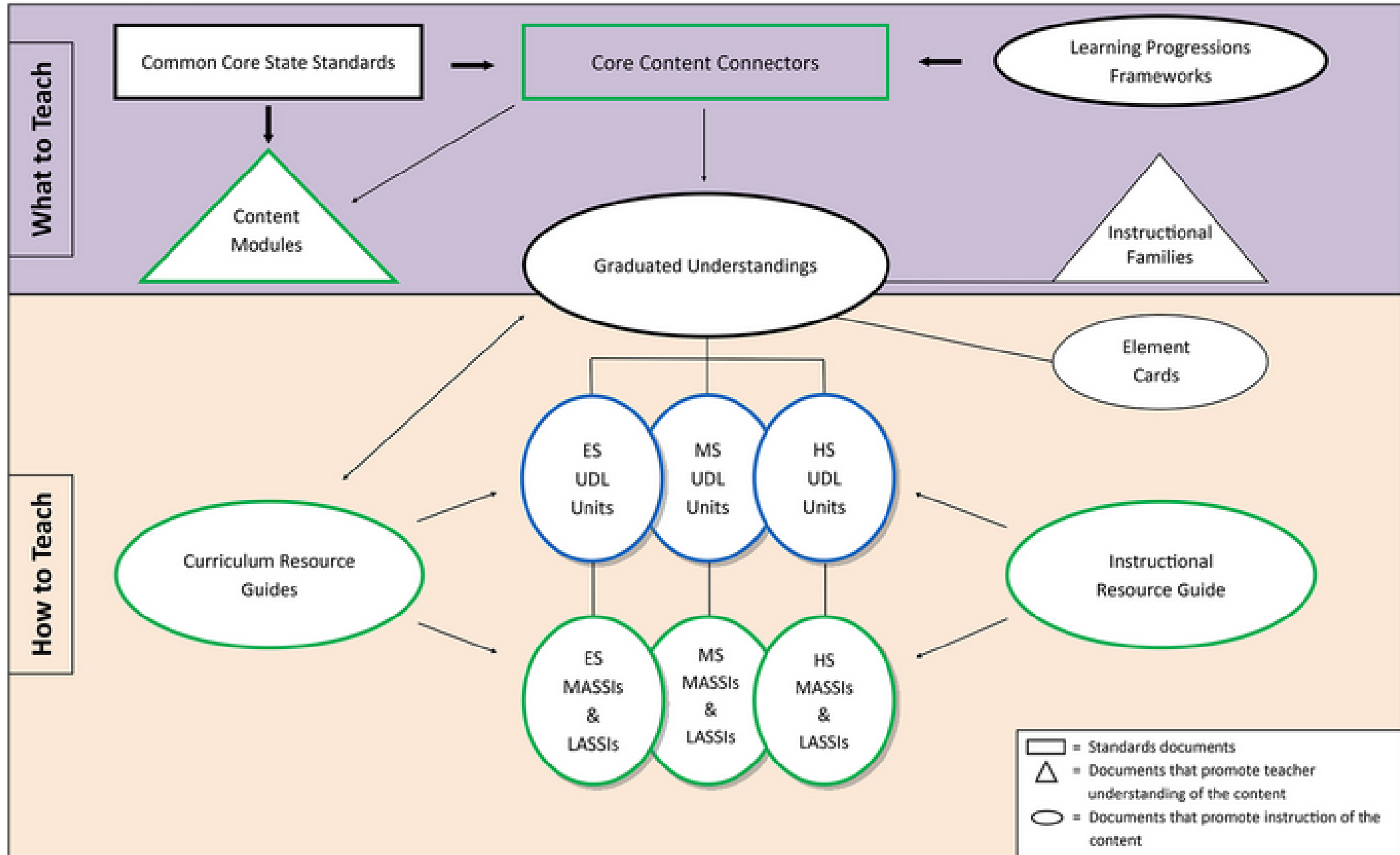
How to Locate Curriculum and Instructional Resources on the NCSC Wiki

- Click on the name of the resource you want to explore on the interactive NCSC Schema, which can be found on the main page of the wiki.
- Find resources by name on the All Resources toolbar via a link in the navigation toolbar located on the left side of every wiki page and a link on the main page of the wiki under “Quick Links.”
- Click on the wiki logo  to return to the main page from any wiki page.

Key Information for this Presentation

- The purpose is to demonstrate how to find information on the wiki for a specific topic using the example of reading literary text in high school.
- The curriculum and instructional resources on the wiki are also provided for other ELA topics, as well as for math topics, covering kindergarten through high school.
- The references to college and career readiness in the resources focus on communicative competence; fluency in reading, writing and math; age appropriate social skills; independent work behaviors; and skills in accessing support systems.
- For information on Universal Design for Learning (UDL), which is an important component of the wiki resources, visit www.udlcenter.org.

SCHEMA for Common Core State Standards Resources NCSC Curriculum and Instructional Resources



NCSC and Common Core State Standards (CCSS)

- NCSC's work is based on the CCSS because almost all states had adopted those standards at the time the NCSC Project was started.
- Some partner states are no longer using CCSS, but still value the NCSC resources.
- Much of the content covered by the NCSC instructional resources would be covered in any math and ELA state standards.

CURRICULUM RESOURCES

Reference materials created to reinforce educators' understanding of curriculum content (found in the top half of the NCSC Schema with the label "What to Teach")

Learning Progressions Framework (LPF)

- Shows the steps students typically take to make progress in a content area (e.g., reading) to get a deeper, broader, more sophisticated understanding
- Represents the essential core concepts and processes learned in a content area (sometimes called the “big ideas”)

Core Content Connectors (CCCs)

- CCCs operate as starting points for instruction based on the Common Core State Standards (CCSS).
- Through the LPF, NCSC identified the key knowledge and skills (the “big ideas”) in the Common Core State Standards that are needed in each grade to make progress in later grades.
- The “big ideas” were broken down into more teachable and assessable segments of content called CCCs.



ELA Topics for CCCs

Habits and Dispositions

Informational Writing

Literary Writing

Persuasive Writing

Reading Informational Text

Reading Literary Text

Reading at the Word Level

Writing Across All Types

Example of CCC Reading Literary Text

Grade 11-12

Progress Indicator: H.RL.a flexibly using strategies to derive meaning from a variety of texts and mediums		
Core Content Connectors: 1112	CCSS Anchor Standard	Common Core State Standard
1112.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.	Range of Reading and Level of Text Complexity R10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content Modules

Provide teachers with a deeper understanding of content to support effective planning, teaching, and learning. The Content Modules include:

- explanations and examples of the concepts;
- key vocabulary;
- CCCs for the topic;
- UDL tables with adaptations and modifications for a variety of student needs;
- ideas for linking academic activities to real-world uses and college and career ready skills; and
- additional resources, such as links, articles, PowerPoints, and sample lesson plans.

Topics for ELA Content Modules

Author's Purpose and Point of View Content Module

Informational Writing Content Module

Main Idea, Theme, and Details Content Module

Narrative Writing Content Module

Persuasive Writing Content Module

Summarizing and Inferencing Content Module

Text Structure Content Module

Vocabulary and Acquisition Content Module



Table of Contents for Main Idea, Theme and Details Content Module

Contents [hide]

- 1 Plot the Course
 - 1.1 The rationale
 - 1.2 Module Goal
 - 1.3 Module Objectives
- 2 Time for Take Off
 - 2.1 Vocabulary
 - 2.2 Idea to support vocabulary learning
- 3 Floating on Air
 - 3.1 ELA Common Core State Standard 2 and 9: Main Idea, Theme, and Details - Grades K-8
 - 3.2 Deepen your understanding
- 4 Sharing the Sky
- 5 Concept Map
- 6 Prepare for Landing
 - 6.1 Suggested Children's Literature with an Emphasis on Theme
- 7 Additional Resources
 - 7.1 References
 - 7.2 Module Assessments
 - 7.3 Sample General Education lesson plans
 - 7.4 Have an idea: Upload the lesson plans you've created here
 - 7.5 General Education ELA Lesson Plan: Main Idea
 - 7.6 General Education ELA Lesson Plan: Finding the Main Idea
- 8 Printable Materials

Floating on Air:
Provides CCCs for each grade covered by the Module

Sharing the Sky:
Provides information about teaching a wide range of students with a variety of learning needs



Sharing the Sky Section of this Content Module: Representation Portion of UDL Table

	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
Representation	Use a talking device such as an avatar; use large print text, raised text or Braille, use objects and images to represent the main idea or theme; use online tools to create graphic organizers (i.e., Readwritethink.org); Use picture cards and graphic organizers to sort key aspects of the text including key words (i.e., character, setting, etc.).	Student scans an array of possible options and uses a switch to select the correct answer when asked a question pertaining to a given text; use computer representation of key aspects of the text that can be manipulated with switch; place key aspects of the text on a slant board or eye gaze board; create an exercise in the classroom that the student can walk or ride in wheelchair to find the main idea or theme in the text.	Use appropriate and accessible text. Rewrite text to simplify plot and details. Include additional images and illustrations to help convey the meaning of the text. Provide students with graphic organizers and sentence starters. Highlight key words within the context of the print.	Use motivating objects and topics to determine the main idea, theme, and details (i.e., puppets or student's favorite character, animal, etc.). Incorporate technology including computer representations, videos, animations, and talking avatar. Allow students to self-select text of interest.

UDL Table also includes strategies for Expression and Engagement (not shown)





Instructional Families

- Related CCCs that are grouped into families to show how they develop and interact across all the grades, across a grade band (e.g., grades 9-12), and within a grade
- Help educators see what is coming next so they can prepare students for future learning
- Can be used to inform standards-based IEP goal-writing

Topics for ELA Instructional Families

Instructional Families in Reading

[Reading Literary Text Distribution Chart](#)

[Reading Foundational Text Distribution Chart](#)

[Reading Informational Text Distribution Chart](#)

[Vocabulary Acquisition Distribution Chart](#)

Instructional Families in Writing

[Writing Across Text Types Distribution Chart](#)

[Writing Informational Text Distribution Chart](#)

[Writing Persuasive Text Distribution Chart](#)

[Writing Literary Text Distribution Chart](#)

Table of Contents for Reading Literary Text Instructional Families: High School Example

Contents [hide]

- 1 Labeling Reference Key
- 2 Reading Literary Text: Distribution of Learning Targets and Instructional Families (CCSS Anchors & Anchor Standards)
- 3 Reading Literary Text: Key Ideas and Details Grades K-2
- 4 Reading Literary Text: Craft and Structure Grades K-2
- 5 Reading Literary Text: Integration of Knowledge and Ideas Grades K-2
- 6 Reading Literary Text: Key Ideas and Details Grades 3-5
- 7 Reading Literary Text: Craft and Structure Grades 3-5
- 8 Reading Literary Text: Integration of Knowledge and Ideas Grades 3-5
- 9 Reading Literary Text: Key Ideas and Details Grades 6-8
- 10 Reading Literary Text: Craft and Structure Grades 6-8
- 11 Reading Literary Text: Integration of Knowledge and Ideas Grades 6-8
- 12 Reading Literary Text: Key Ideas and Details Grades 9-12
- 13 Reading Literary Text: Craft and Structure Grades 9-12
- 14 Reading Literary Text: Integration of Knowledge and Ideas Grades 9-12
- 15 Printable Materials

#12 from Table of Contents: Reading Literary Text: Key Ideas and Details Grades 9-12

The instructional family represented in the partial chart below, is Using Details to Describe Text. Other Instructional Families for the topic, Key Ideas and Details, are Describing the Central Message/Theme and Analyzing Relationships.

RL1: Using Details to Describe Text

910.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text. **9-10.RL.1**

910.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text. **9-10.RL.1**

1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text. **11-12.RL.1**

1112.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text. **11-12.RL.1**

1112 RL.b3 Use evidence to support conclusions about ideas not explicitly stated in the text. **11-12.RL.1**

The first number of a code is the grade number (e.g., 910.RL.b1 is a 9-10th grade CCC reference and 9-10.RL.1 is a 9-10 grade Common Core State Standard reference).



INSTRUCTIONAL RESOURCES

Reference materials created to support classroom teaching for students with significant cognitive disabilities (found in the bottom half of the NCSC Schema labeled "How to Teach")



Element Cards

Each Element Card:

- focuses on CCCs from a specific instructional family;
- provides “essential understandings” that include measurable and observable content that is challenging, yet attainable; and
- provides a wide range of suggested instructional strategies and supports to promote instruction for students with diverse learning needs, including those without prior knowledge.

Element Cards are already written for many CCCs, but are meant to serve as models for teachers to make their own, as needed.



ELA Element Cards

English Language Arts Element Cards

Reading Informational Text

- Grades K-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Reading Literary Text

- Grades K-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Information Found on Element Cards Landing Page for Reading Literary Text Grades 9-12

In addition to Element Cards related to the topic, you will see:

- References to the applicable Curriculum Resource Guide and Content Module
- Links to websites for additional information
- Explanatory information about how to read the element cards



Element Card: CCSS, Progress Indicators and CCCs

Describing the Central Message / Theme

Grade 9-10 students:	Grade 11-12 students:
<p>CCSS: RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>CCSS: RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
<p>PI: H.RL.c Identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes.</p>	<p>PI: H.RL.c Identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes.</p>
CCCs	CCCs
<p>910.RL.c1 Determine the theme or central idea of a text. 910.RL.c2 Determine how the theme develops. 910.RL.c3 Determine how key details support the development of the theme of a text.</p>	<p>1112.RL.c1 Determine two or more themes or central ideas of a text. 1112.RL.c2 Determine how the theme develops.</p>
<p style="text-align: center;">Essential Understanding: Identify theme of a text from a list. THEN Map a theme throughout text using evidence.</p>	<p style="text-align: center;">Essential Understanding: Identify theme of a text from a list. THEN Map a theme throughout text using evidence.</p>

Suggested Instructional Strategies:

Element Card: Instructional Strategies for Describing Central Message/Theme

Write to Understand

- **Sketch-to-Stretch:** Sketch-to-stretch is a way for students to capture the theme of a story through drawing. After the students have completed reading a story, they can draw a visual representation about the theme the author is trying to convey. They can use examples and details from the text to inform their drawings.
- Create a summary of each chapter by arranging sentence strips with key details in written and visual form in order on a chart for each chapter. Use these summaries to review what has previously been read.

Discuss to Understand

- **Determining the Theme:** As students are reading particular sections of text—or, after reading a text—ask a series of questions to help students determine the theme. The teacher can help facilitate this by asking questions such as:
 - What is this story really about?
 - What do you think the author wants you to learn from this story?
 - What lessons do you think the characters learned?
- Relate themes from book to the lives of the students or to movies they are familiar with.
- **One Sentence Summations:** Have students work in small group and read short selection from text. Using peer mediated instruction, students can generate a list of ideas about the selection. Using all of the entire ideas students write one sentence that summarizes the paragraph. Teacher can model this process with the whole class before groups begin the one sentence summation.

Model to Understand

- **Think Aloud:** To model determining a theme, a teacher should read aloud a book in front of the class. Then, at the end of the story, the teacher should demonstrate what he/she believes the theme to be.
- Highlight key phrases and words in the text, for example, words that demonstrate a theme or the central idea. Have students write the highlighted words on index cards while teacher writes the word on chart paper or the board. Below each word or phrase teacher will write/model supporting words and phrases and students will copy.

Sort to Understand

- Have students match key words/ideas to supporting details using sentence or picture strips in a small group.

Element Card: Scaffold and Supports for Describing Central Message/Theme

Scaffolds and Supports

- Paper/crayons/markers
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Use motivating topics to first teach the skill/lesson. (if a student likes cars first complete the lesson using a passage about cars)



Curriculum Resource (CR) Guides

CR Guides provide:

- examples of how the content is taught in general education;
- CCCs for the topic;
- performance examples;
- ideas for real life use;
- performance examples;
- ways to promote college and career readiness;
- examples for differentiating instruction for a wide range of student needs (UDL tables); and
- links to resources.

Topics for ELA Curriculum Resource Guides

ELA

Reading Informational Texts

Vocabulary Acquisition and Use

Reading Literary Texts

Writing

Table of Contents for Literary Text CR Guide

Contents [hide]

1 1a. Key Ideas and Details

- 1.1 What are "main ideas" and how are they taught in general education settings?
- 1.2 What is "theme" and how is it taught in general education settings?
- 1.3 What is "inference" and how is it taught in general education settings?
- 1.4 Why is it important to "build background knowledge"? How is it done in the general education classroom?
- 1.5 What is "summarizing" and how is it taught in general education settings?

2 1b. Craft and Structure

- 2.1 What is "point of view" and how is it taught in general education settings?
- 2.2 What are "story elements" and how is it taught in general education settings?

3 1c. Integration of Knowledge and Ideas

- 3.1 What is a "plot graph" and how are plot graphs used in general education settings?
- 3.2 What is "genre" and how are they taught in general education settings?

4 2. What are some of the types of activities general educators will use to teach this skill?

- 4.1 2.1 Activities from General Education Resources
- 4.2 2.2 Links Across Content Areas

5 3. What Connectors to the Common Core Standards are addressed in teaching "Reading Literary Texts"?

6 4. What are some additional activities that can promote use of these academic concepts in real world contexts?

7 5. How can I further promote College and Career Readiness when teaching "Reading Literary Texts"?

- 7.1 Ideas for Promoting Career/ College Ready Outcomes

8 6. How do I make instruction on "Reading Literary Texts" accessible to ALL the students I teach?

- 8.1 6.1 Teach Prerequisites Concurrently While Teaching Skills Related to Reading Literary Texts: Remember that students can continue to learn basic literacy skills in the context of this grade level content.
- 8.2 6.2 Incorporate Universal Design for Learning (UDL) in Planning and Provide for Additional Differentiated Instruction when Teaching Reading Literary Texts

9 7. Where Can I Get More Information on the topics covered in this Curriculum Resource Guide?

- 9.1 7.1 Content Modules
- 9.2 7.2 Additional Resources

5.3 in Table of Contents: What Connectors to the Standards are Addressed in Teaching Literacy Text?

Core Content Connector

Essential Understandings

1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.

Listen to a summary of the story *Life After High School Graduation*. Read the summary. After graduating from high school Micah needs to find a job to pay for school. Micah has some hard times after high school graduation. Things eventually get better for Micah. He gets a job and saves his money.

1. Which of these sentences from the story show that Micah had some hard times after graduation?



Micah was happy to spend time with his cousins; they played baseball on the beach.



On the day of the interview he dressed professionally and arrived at the shoe store 15 minutes early.



To make things worse, Micah wrecked the car that his parents had given him.

Identify a summary of the plot of the literary text.

THEN

Find evidence for a conclusion from a provided text.

THEN

Find evidence for a selected inference from a provided text.

THEN

Identify the theme of a literary text.

THEN

Identify details to support the plot or theme of the text.



Universal Design for Learning (UDL) Units and Lessons

(for more info on UDL visit www.udlcenter.org)

- Purpose: to model how to plan for ALL students using the principles of UDL
- One unit for math and one for ELA for each grade-span: Elementary School (ES), Middle School (MS), and High School (HS)
- Several lessons in each unit
- Provide additional considerations for Emerging Readers and Emerging Communicators
- Contain objectives, essential questions, vocabulary, and a list of materials
- Provide links to printable resources

ELA UDL Instructional Units

The ELA UDL Instructional Units include a unit for each grade-span: Elementary, Middle, and High School. They provide models for creating UDL units for other ELA topics.

English and Language Arts

- Elementary English and Language Arts UDL Instructional Unit
 - Middle School English and Language Arts UDL Instructional Unit
 - High School English and Language Arts UDL Instructional Unit
-

High School ELA UDL Instructional Unit

Click on the link to this unit to see the contents below as well as a section of links to all the printable resources related to the unit.

UDL High School English Unit

Before beginning with a lesson review the resources and standards that are related to the material you will be teaching.

[High School English and Language Arts Unit Standards Overview](#)

[High School English and Language Arts Unit Key Vocabulary](#)

To see sample lesson plans, follow the links below:

[Lesson 1](#)

[Lesson 2](#)

[Lesson 3](#)

[Lesson 4](#)

[Lesson 5 - Culminating Activity](#)



High School ELA UDL Instructional Unit-Lesson 1

Contents [hide]

1 Objectives:

2 Essential Questions:

3 Vocabulary:

4 Materials:

5 Introduction

5.1 a. Activate Prior Knowledge

5.2 b. Establish Goals/Objectives for the Lesson

6 Lesson Body

7 Practice

8 Closure

8.1 a. Revisit/Review Lesson Objectives

8.2 b. Exit Assessment

9 Resources

Practice: Additional Considerations for Emerging Readers and Emerging Communicators

There are many strategies listed under Additional Considerations in every section of a UDL lesson. These are just a few of the Additional Considerations that relate to teaching the body of Lesson 1.

Additional Considerations for Emerging Reader

- have student read summarized or preplanned section of text
- have the student read specific words in the text that he/she knows or is learning (*concentration should be on words related to concept but could include high frequency words*)
 - use AAC/AT to read
 - pre-plan a word or phrase to read
- using same presentation mode as student has been used to, provide options of author's purpose for student to choose from
- allow to student to answer using preferred mode of communication

Additional Considerations for Emerging Communicator








- have the student read specific words in the text that he/she knows or is learning (*concentration should be on words related to concept but could include high frequency words*)
 - use AAC/AT to read
 - pre-plan a word or phrase to read
- using same presentation mode as student has been used to, provide options of author's purpose for student to choose from
 - provide only 2 options to choose from
 - provide only 1 option (errorless learning strategy)
- allow to student to answer using preferred mode of communication

Math/Language Activities for Scripted Systematic Instruction (MASSIs and LASSIs)

- Provide intensive systematic instruction in math (MASSIs) or English language arts (LASSIs), when appropriate, on key concepts and symbols for use in any instructional setting
- Are generally designed for use with UDL lessons
- Incorporate evidence-based instructional practices (e.g., prompting)
- Provide teaching scripts to help teachers with systematic instruction
- Are designed with graduating levels of difficulty (starting with steps for teaching students with little or no knowledge of the content)

Topics for LASSIs

The main LASSI page contains a link to LASSI presentations, the Instructor Cue Key (icons that appear in the MASSIs and LASSIs), plus links to LASSIs for the topics listed in #3-5 of the Table of Contents. You can click on Elementary, Middle or High School for each of these topics.

Cue	Definition
	System of Least Prompts
	Constant Time Delay
	Example/Non-Example Training
	Model, Lead, Test
	Stopping Point
	Standards for Mathematical Practice
	Career & College Readiness

Contents [hide]

1 LASSI Presentations

2 Instructor Cue Key

3 Vocabulary and Acquisition

4 Informational Text

5 Narrative Text

LASSIs on Narrative Text

Click on the Narrative Text on the LASSI landing page to see this set of links. Click on High School to follow our example.

Narrative Text

[Elementary](#)

[Middle](#)

[High](#)

Table of Contents for High School Narrative Text LASSI

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1 BUILD ESSENTIAL UNDERSTANDING

2 BUILD A GRADE-ALIGNED COMPONENT: II. PASSAGE COMPREHENSION

3 BUILD A GRADE-ALIGNED COMPONENT: III. CONTEXT CLUES

4 ADDITIONAL ACTIVITIES TO EXTEND AND ENRICH THE LESSONS

5 BUILD TOWARDS GRADE LEVEL COMPETENCE (Level 4 Text)

6 BUILD TOWARDS INDEPENDENT READING

7 Printable Materials

High School Narrative Text LASSI

This is a small part of the 11th grade script for Building Grade-Level Component: Passage Comprehension

11th 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).

READER OPTION: Use the sight words as the response options.

LISTENER OPTION: Use the pictures as the response options.

Teacher Says/Does

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.)

Let's put "home" on the Story Map. Assist student as needed to affix the response option on the Story Map.

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.)

- steak - music - school - horses

Let's put "school" on the Story Map. Assist student as needed to affix the response option on the Story Map.

Student Response

Selects "home". (Give student 4 pictures from which to make a selection.) If not correct, use the LIP for finding answer in text. Also, remind students that "where" asks about a place.



Option: Use examples/non-examples of setting/not setting.

Affixes "home" on the Story Map in the "setting" box.

Selects "school". (Give student 4 pictures from which to make a selection.) If not correct, use the LIP for finding answer in text.



Affixes "school" on the Story Map in the "problem" box.

Printable Materials in High School Narrative Text LASSI

- Adapted text
- Story map graphic organizer
- Plot graph
- Progress monitoring
- Skills test
- Teacher materials

Ideas to Build Toward Grade-Level Competency in High School Narrative Text LASSI

Chapters	"Wh" questions	Additional vocabulary for this chapter
5-7	<ol style="list-style-type: none"> 1. Why was Marcelo only able to make out his schedule for the first part of the morning? 2. Why does Marcelo want Arturo to get to the train earlier? 3. What causes Marcelo to put his hands over his ears? 4. Who is Marcelo's new boss? 5. What does Marcelo write things down in? 6. What special interest does Marcelo tell Jasmine about? 	immobile, elegant, mimicking, hypnotized, jealous, envious, literal
8-10	<ol style="list-style-type: none"> 1. What does Beth need done? 2. Why isn't Jasmine there to do the job? 3. Where does Marcelo go for lunch every day? 4. What does Marcelo ask Wendell? 5. What has Marcelo felt greedy for? 	Small talk, documents, grimace, impress, dodge, muffled, impression
11-14	<ol style="list-style-type: none"> 1. Where does Arturo go before work? 2. What does Arturo want to do with Marcelo after he finishes his business? 3. What "bonus" will Arturo be given? 4. When Marcelo asks Jasmine if he is better than Beverly, how does Jasmine respond? 5. What does Jasmine think is beautiful? 6. What happens when Marcelo leaves the club after having lunch with Wendell? 	universal, gaze, yacht, crate, serene
15-18	<ol style="list-style-type: none"> 1. Who did Wendell ask when he wanted Marcelo's help? 2. What does Wendell ask Marcelo to do? 3. What does Marcelo find in the "trash" box? 4. What information does Marcelo and Jasmine get from the photograph? 5. Why is Marcelo interested in the girl in the photograph? 6. Why does Juliet say Marcelo has been promoted? 	pried, kaput, disfigured, improvising, gestures, interpreting

Instructional Resource (IR) Guide

- Serves as a source of information about evidence-based best practice in instruction for students with significant cognitive disabilities
- Reviews instructional strategies including prompting, systematic instruction, and use of feedback and data
- Primarily designed for use with the LASSIs and MASSIs, but can also be used with UDL lessons

IR Guide Table of Contents

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- 1 Systematic Instruction
- 2 Time Delay
- 3 Additional Prompting Strategies
- 4 Additional Resources
- 5 Finding a Response Mode
- 6 Point to the correct response when given an array
- 7 Pull-off
- 8 Eye gaze
- 9 Say or Type
- 10 Show
- 11 Write or type on computer
- 12 Use material from the lesson
- 13 Constant Time Delay (CTD)
 - 13.1 Zero Delay Round
 - 13.2 Time Delay Round
 - 13.3 Sample Script for CTD (Teaching Expressive Symbol Identification)
 - 13.4 Sample Script for CTD (Teaching Receptive Word Identification)
- 14 Some Tips for Using Time Delay
- 15 System of Least Prompts (also known as Least Intrusive Prompting [LIP] or Least to Most Prompting)
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Prompting Hierarchy for Literal Text Recall

Natural Cue: Question (e.g., Who is the main character?)



Verbal Prompt 1: Reread 3 sentences containing answer



Verbal Prompt 2: Reread sentence containing answer



Model Prompt: Reread answer and point to it in text



Physical Prompt: Hand over hand assistance to point to answer on response board and state answer



Sample Script for Example, Non-Example Training (Teaching Setting)

Materials	Teacher Says/Does	Student Response	Teacher Feedback
Examples (Vary only the relevant feature)			
<p><i>*Note: Student either reads an appropriate leveled text or has the appropriate leveled text read to them prior to teaching setting. For example:</i></p> <p>It was early morning when Ben woke up in his race car bed. He was hungry for breakfast so he walked into the kitchen. Ben's mom was making pancakes. She put two pancakes with syrup and butter on his plate. Then she said "You better eat quickly, the bus comes at 8:00, and you don't want to miss it." Ben ate his pancakes and ran outside. He got on the bus and rode to school. He was excited about school because there was a book fair going on in the library. <i>**Note: If needed, students may also have response options provided. Response options should include all types of possible responses (e.g., plausible and non-plausible).</i></p>			
Picture or symbol for kitchen with the word "kitchen."	Hold up the kitchen visual. "Setting is a place that is in a story. The kitchen is a setting in our story."	Student watches.	"Good watching." Or no response.
Picture or symbol for outside with the word "outside."	Hold up the outside visual. "Outside is a setting in our story."	Student watches.	"Good watching." Or no response.
Interspersed Examples and Non-Examples (Randomize order of trials)			
Picture or symbol for Ben with the word "Ben."	Hold up the Ben visual. "Ben is NOT a setting in our story."	Student watches.	"Good watching." Or no response.
Picture or symbol for pancakes with the word "pancakes."	Hold up the pancakes visual. "Pancakes are NOT a setting in our story."	Student watches.	"Good watching." Or no response.
Picture or symbol for outside with the word "outside."	Hold up the outside visual. "Outside is a setting in our story."	Student watches.	"Good watching." Or no response.
Student Responses (Randomize order of trials)			
Picture or symbol for books with the word "books."	Hold up the books visual. "Okay, now your turn. Are books a setting in our story?"	Student responds "not a setting" vocally, by using symbols, or an assistive technology device.	"Good, books are not a setting."
		Student makes an incorrect response or no response.	"Not a setting. Books are not a place in our story. Repeat after me... not a setting." Then repeat 3 trials of you demonstrating setting/not a setting before moving to the next trial (not scored).

Professional Development

- Communities of Practice in partner states received professional development about the curriculum and instructional resources via webinars that are now publicly available at <http://www.ncscpartners.org/resources-cop-presentations>.
- Interactive professional development modules, including a communication toolkit, are available on the NCSC wiki at <https://wiki.ncscpartners.org> at link called “Educator Professional Development and Parent Resources”
 - Register with name/email (this info will not be used to contact you)
 - Badges are earned for completing modules, and can be used for continuing education credit at the discretion of state/local agencies

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COMING SOON!

Making Math Accessible

Making English Language Arts Accessible

Communication

College and Career Readiness

Teacher and Principle Modules

Parent Modules

Instructional Technique

Using the Wiki

