



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 3 High School Narrative Text

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LASSIS: Language Arts Sample Systematic Instruction Script

Key Text: Excerpt from *Marcelo in the Real World* (Stork, 2009)

Grade Band: High School (Grades 9-12)

Focus: Building Understanding with Literature



Topic	Access Points	Florida Standard	Essential Understanding	LASSI Objectives
COMPRE- HENSION	LAFS.11-12.RL.1.AP.1a Use two or more pieces of evidence to support inferences, conclusions or summaries of the plot, purpose or theme within a text.	LAFS.11-12.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Identify a summary of the plot of a literary text. Identify the theme of a literary text. Identify details to support the plot or theme of the text.	<ol style="list-style-type: none"> 1. Select an inference, conclusion, or summary and support it with 2 or more details from a high school text (how do you know?). 2. Identify purpose or theme using 2 or more pieces of evidence. 3. Identify elements of a story (e.g., character, setting, event, conflict) and story plot (i.e., exposition, rising action, climax, falling action, resolution).

	<p>LAFS.11-12.RL.2.AP.5a Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.</p>	<p>LAFS.11-12.RL.2.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>Identify elements of a story's plot (e.g., exposition, rising action, climax, falling action, resolution.)</p> <p>Identify the author's effect (e.g., tension, suspense, surprise).</p> <p>Identify the overall meaning.</p> <p>Identify how the author's choice of structure helps develop the meaning of the story.</p>	<p>4. Identify how a part of the text contributes to the meaning of the overall story (what do you think would happen if...and why? How does knowing X help you understand Y?).</p>
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<p>USING CONTEXT CLUES</p>	<p>LAFS.11-12.L.3.AP.4e Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>LAFS.11-12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>Recall the meaning of frequently used suffixes, roots, and prefixes.</p> <p>Identify multiple meaning words up to two grade levels below the student's grade level.</p> <p>Identify the context in which the unknown word is being used by looking at the text before and after it.</p> <p>List the possible meanings of an unknown word by using the context (words surrounding the unknown word).</p> <p>Use a dictionary to verify the meaning guessed by using the surrounding words.</p>	<p>5. Use 3 or more context clues strategies to determine the meaning of a word.</p>
<p>Be sure to provide specific practice to students on the skills that correspond to their grade level.</p>				

Materials Needed: Print the story. Print, cut, and laminate (if needed) response boards and response options found at the end of this lesson. We recommend that every student be given their own book of the adapted text by putting the story in a three ring binder with page protectors. Note that the stories are written in Level 3 text (no picture icons; the Lexile level of the adapted story is about half the grade level text). See notes on “Build Towards Grade Level Competence” for moving students towards grade level text (Level 4). Teachers may modify the story by adding the vocabulary picture icons, simplifying sentences, and deleting nonessential sentences (Level 2 text). We also have provided some Level 2 text examples in the “Build Towards Independent Reading” section. The repeated story line is written simply (Level 1 text) and can be emphasized for students with emergent literacy (e.g., “Marcelo needs to learn to live in the real world.”) For students with the most significant or multiple disabilities, objects can be used to augment the story (e.g., a CD for music).

BUILD ESSENTIAL UNDERSTANDING (See teacher materials for response boards)

INTRODUCE VOCABULARY 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, student finds the picture. (More support: some students may need to select an object paired with the picture (e.g., a small figure for a boy for Marcelo, a CD for music, a miniature house for tree house).

Before we read our story, let’s review some key words we will read 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).

Step	Teacher shows (or reads) each word	Student Response
1.	Marcelo (pronounced Marselo, not Marchelo)	Reads/selects “Marcelo.” Matches to picture. (Time delay is an excellent strategy to teach the words. Begin with a 0-sec delay round so students learn the words without error. Then use a delayed round (e.g., 4-sec) to give students an opportunity to anticipate the correct response. 
2.	Arturo	Reads/selects “Arturo.” Matches to picture.
3.	Aurora	Reads/selects “Aurora.” Matches to picture.
4.	research (study to learn things; how the brain works)	Reads/selects “research.” Matches to picture.
5.	straightforward (someone who says what they think)	Reads/selects “straightforward.” Matches to picture.
6.	Asperger Syndrome (a form of high functioning Autism)	Reads/selects “Asperger Syndrome.” Matches to picture.
7.	independent (to do things without help)	Reads/selects “independent.” Matches to picture.
8.	responsible (to do the things you say you will do)	Reads/selects “responsible.” Matches to picture.
9.	tree house	Reads/selects “tree house.” Matches to picture.
10.	internal music (IM; music Marcelo remembers in his head)	Reads/selects “internal music.” Matches to picture.

INTRODUCE TEXT (attention getter activity) Show pictures or objects commonly found at school (e.g., book, paper, pencil). Ask students what things they see in their classroom. Show the book *Marcelo in the Real World* (Stork, 2009). **We are going to read a book about a young man with Asperger Syndrome who goes to a special school. He learns many things at his school. He even has a summer job working with horses. But, his father wants him to work at his law firm so he can learn what life is like in the real world. Marcelo’s world is about to change – big time.**

Step	Teacher Says/Does	Student Response
11.	Find the title of our book. (After the first lesson, teachers may omit the steps for identifying the title and author.)	Points to title. (Teacher reads title. If student needs help, use LIP) REMEMBER TO PRAISE EACH CORRECT RESPONSE! 
12.	Find the author of our book. The author is the person who wrote our story.	Points to author. (Teacher reads author’s name. If student needs help, use LIP.) 
13.	I have a special job for you to do today as we read the chapter together. I want you to listen for a line in the story about what Marcelo is going to learn. When I read “Marcelo needs to learn to live in the real world”, I want you to help me read “<u>in the real world</u>.” (Hold up a sentence strip with the words “Marcelo needs to learn to live <u>in the real world</u> .” Point to the words as you read them, but wait for student to read the underlined words.) Let’s practice. “Marcelo needs to learn to live in the real world.” Read the chapter.	Reads “in the real world” (e.g., student may use voice output device to say “in the real world” or speak the words to help read it). 

BUILD A GRADE-ALIGNED COMPONENT: II. PASSAGE COMPREHENSION (See teacher materials for response options and graphic organizers.)		
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).		
<i>READER OPTION:</i> Use the sight words as the response options. <i>LISTENER OPTION:</i> Use the pictures as the response options.		
14.	<p>Let's answer some questions about our story. We will use the story and a Story Map to help us. The Story Map has a place to put characters, setting, problem, and solution. Point to each box as you describe the Story Map. First, let's find the characters in the story and put them on the Story Map. Point to "characters" box on the Story Map. The characters in a story are the people the story is about. "Who" asks for the names of the characters or people in a story. Who is one person in our story? (Reread the 4th paragraph, if needed.)</p> <p>You're right. Marcelo is the main character. Let's put "Marcelo" on the Story Map. Assist student as needed to affix the response option on the Story Map.</p>	<p>Selects "Marcelo". (Give student 4 pictures from which to make a selection.) </p> <p>If student does not select the correct answer for these questions, reread the portion of text with correct answer and ask again. (See LIP for text in <i>Instructional Resource Guide</i> for more detail.) Also, remind student "who" asks for a person's name.</p> <p> Option: Use examples/non-examples of character/not character.</p> <p>Affixes "Marcelo" on the Story Map in the "characters" box.</p>
15.	<p>There are other characters in the story. Let's find out who they are. Who is Marcelo's mother? (Reread the 4th paragraph, if needed.)</p> <p>You're right. Aurora is Marcelo's mother. Let's put "Aurora" on the Story Map. Assist student as needed to affix the response option on the Story Map.</p>	<p>Selects "Aurora". (Give student 4 pictures from which to make a selection.) If student does not select the correct answer for these questions, reread the portion of text with correct answer and ask again. Also, remind student "who" asks for a person's name. </p> <p> Option: Use examples/non-examples of character/not character.</p> <p>Affixes "Aurora" on the Story Map in the "characters" box.</p>
16.	<p>There is one other character that we need to put on the Story Map. Who is Marcelo's father? (Reread the 4th paragraph, if needed.)</p>	<p>Selects "Arturo". (Give student 4 pictures from which to make a selection.) If student does not select the correct answer for these questions, reread the portion </p>

	<p>You're right. Arturo is Marcelo's father. Let's put "Arturo" on the Story Map. Assist student as needed to affix the response option on the Story Map.</p>	<p>of text with correct answer and ask again. Also, remind student "who" asks for a person's name.</p> <p> Option: Use examples/non-examples of character/not character.</p> <p>Affixes "Arturo" on the Story Map in the "characters" box.</p>
17.	<p>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.)</p> <p>Let's put "home" on the Story Map. Assist student as needed to affix the response option on the Story Map.</p>	<p>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.</p> <p> Option: Use examples/non-examples of setting/not setting.</p> <p>Affixes "home" on the Story Map in the "setting" box.</p> 
18.	<p>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.)</p> <ul style="list-style-type: none"> - steak - music - school - horses <p>Let's put "school" on the Story Map. Assist student as needed to affix the response option on the Story Map.</p>	<p>Selects "school". (Give student 4 pictures from which to make a selection.) If not correct, use the LIP for finding answer in text.</p> <p>Affixes "school" on the Story Map in the "problem" box.</p> 
19.	<p>Arturo proposes a solution to the problem. What does Arturo want Marcelo to do? (If needed, reread the 6th paragraph).</p> <ul style="list-style-type: none"> - work at the law firm for the summer - clean the grill when he is finished 	<p>Selects "work at the law firm". (Give student 4 pictures from which to make a selection.) If not correct, use the LIP for finding answer in text.</p> 

	<p>- work in the stable - live in the tree house Let's put "work at the law firm" on the Story Map. Assist student as needed to affix the response option on the Story Map.</p>	<p>Affixes "work at the law firm for the summer" on the Story Map in the "solution" box.</p>
<p>11th Objective: Select an inference, conclusion, or summary and support it with 2 or more details from a high school text.</p>		
<p><i>READER OPTION:</i> Use the sight words as the response options. <i>LISTENER OPTION:</i> Use the pictures as the response options.</p>		
20.	<p>Why might Marcelo agree to work at the law firm? This answer requires us to make an inference using the facts on the page and what we know from our head. First, let's look at some facts.</p> <p>Where does Marcelo want to go to school? (If needed, reread the 1st sentence of the 5th paragraph.)</p>	<p>Selects "Patterson". (Give student 4 pictures from which to make a selection.)</p> 
21.	<p>What decision will Marcelo be allowed to make if he works at the law firm this summer? (If needed, reread the last sentence in the 6th paragraph.)</p>	<p>Selects "where he goes to school his senior year". (Give student 4 pictures from which to make a selection.) If not correct, use the LIP for finding answer in text.</p> 
22.	<p>Now let's think about what we know from our head. Have you ever done something you didn't want to do (e.g., clean your room) so you could do something you wanted to do (e.g., play video games)? Marcelo might agree to do something he doesn't want to do (work at the law firm) so he can do something he wants to do. What does Marcelo want to do? NOTE: if more help is needed, model making the inference by saying what you would do (e.g., I would work for my Dad in the summer so I could go to the school I wanted.)</p>	<p>Selects "go to Patterson his senior year."</p>
<p>Generalization: On future days, ask different "wh" questions to encourage students to think about the type of "wh" question being asked and to prevent students from memorizing the answers.</p>		

11 th Objective: Identify purpose or theme using 2 or more pieces of evidence.		
READER OPTION: Use the sight words as the response options.		
LISTENER OPTION: Use the pictures as the response options.		
Step	Teacher Says/Does	Student Response
23.	<p>A theme is the main idea or what the story is about. Let's work together to find a theme in our story. Draw a table with two columns on a whiteboard. First, let's write what Marcelo wants in a column. Write "Marcelo" on board.</p> <p>What job does Marcelo want to do this summer? (If needed, reread the 5th paragraph.) Write "Job–Stable man" on board.</p>	<p>Communicates "Stable Man."</p> <p>Use LIP if student does not respond correctly.</p> 
24.	<p>Why does he want to work at the stable? (If needed, reread the 5th paragraph.) Write "Why - likes the ponies" on the board.</p>	<p>Communicates "likes the ponies."</p> <p>Use LIP if student does not respond correctly.</p> 
25.	<p>There's another reason Marcelo wants to work at the stable this summer. If he works at the stable this summer, what will happen in the fall? (If needed, reread the 5th paragraph.) Writes "Fall - train ponies" on the board.</p>	<p>Communicates "train ponies."</p> <p>Use LIP if student does not respond correctly.</p> 
26.	<p>Will the work at the stable be easy or hard for Marcelo? (If needed, reread the 5th paragraph). Writes "Work - easy" on the board.</p>	<p>Communicates "easy."</p> <p>Use LIP if student does not respond correctly.</p> 
27.	<p>How do you know? What line in the story tells you the work will be easy for Marcelo? Read each line aloud.</p> <ul style="list-style-type: none"> - I am very good with the ponies. - I got a summer job at Patterson as the stable man. - I will help take care of the ponies and the stable. - Children with disabilities come to Patterson to ride the ponies. 	<p>Selects "I am very good with the ponies."</p> <p>NOTE: If help is needed, ask students to name something they are good at doing. Then ask if it is easy for them. The things we are good at are usually easy for us.</p>

28.	<p>Now let's write what Arturo wants Marcelo to do in another column. Write "Arturo" on the board. What job does Arturo want Marcelo to do this summer? (If needed, reread the 6th paragraph.) Write "Job – mail room" on the board.</p>	<p>Communicates "Mail room." Use LIP if student does not respond correctly.</p>	
29.	<p>Why does Arturo want Marcelo to work in the mail room? (If needed, reread the 6th paragraph.) Write "Why - learn to be independent and responsible" on the board.</p>	<p>Communicates "learn to be independent and responsible." Use LIP if student does not respond correctly.</p>	
30.	<p>Does Arturo think Marcelo can learn to be independent and responsible working at the stable? (If needed, reread the 6th paragraph.) Write "Stable – no learn" on the board.</p>	<p>Communicates "no."</p>	
31.	<p>How do you know? What sentence in the story tells you? Read each sentence aloud. - Life is too easy for me at Patterson. - My job as stable man will continue into next year. - He laughs and says it was totally empty. - Arturo wants to send me to Oak Ridge High.</p>	<p>Selects "Life is too easy for me at Patterson." NOTE: If help is needed, ask students if it is easy to learn something new? Ask them to give you an example of the last time they learned something new. Was it hard? If more help is needed, give an example of when you learned something new. It is almost always hard to learn new things.</p>	
32.	<p>Let's read the facts from our story. Read the facts written on the board aloud. We can see that Marcelo and Arturo want different things for different reasons. Marcelo has a decision to make. He can choose a job he is comfortable with and will enjoy. Or he can choose a job where he will learn a lot, but it will be hard. Which one of these describes the theme of our story: (Read each possible theme aloud.) - change is hard - pony therapy is good for children - summer jobs are important - Sons should always work with their fathers Which of these is a theme of our story?</p>	<p>Selects "change is hard". Use LIP if student does not respond correctly.</p>	

11 th Objective: Identify how a part of the text contributes to the meaning of the overall story.		
Step	Teacher Says/Does	Student Response
33.	<p>Authors have reasons for telling the story the way they do. A plot graph can help us understand why the author tells the story the way they do. Give all students a Plot Graph. All plots have the same elements. First, there is a beginning. Point to Opening Events. Second, there is a problem or conflict. Point to Problem. Third, there are some actions around the problem. Point to Rising Action. Fourth, there is a climax. Point to climax. Fifth, there is falling action. Point to Falling Action. Last, the story ends. Point to Closing Events. We are going to complete some parts of the Plot Graph after reading the first chapter. By the time we finish the text, we will be able to complete the entire plot graph. First, how does the story begin?</p> <p>Assist student as needed to affix the response to the plot graph.</p>	<p>Selects “Marcelo at the doctor’s” from responses. Use LIP if student does not respond correctly. </p> <p>Affixes the correct response on the plot graph near “Opening Events.”</p>
34.	<p>What is the problem? Assist student as needed to affix the response to the plot graph.</p>	<p>Selects “Arturo wants Marcelo to work at the law firm and go to school at Oak Ridge High” from responses. Use LIP if student does not respond correctly. </p> <p>Affixes the correct response on the plot graph near “Problem.”</p>
35.	<p>What happens next (e.g., rising action)? Assist student as needed to affix the response to the plot graph.</p>	<p>Selects “Marcelo and Arturo disagree.” Use LIP if student does not respond correctly. </p> <p>Affixes the correct response on the plot graph near “Rising Action.”</p>
36.	<p>What happens next (e.g., climax)? Assist student as needed to affix the response to the plot graph.</p>	<p>Selects “Arturo makes Marcelo an offer. If... then...” Use LIP if student does not respond correctly. </p> <p>Affixes the correct response on the plot graph near “Climax.”</p>

37.	What happens next (e.g., falling action)? Assist student as needed to affix the response to the plot graph.	Selects “Marcelo goes to the tree house to think.” Use LIP if student does not response correctly.  Affixes the correct response on the plot graph near “Falling Action.”
38.	Do you think Marcelo will accept Arturo’s solution? Do you think he will take the job this summer in the mail room so he can choose where he wants to go to school his senior year?	Communicates “yes” or “no.” NOTE: There are no incorrect answers.
39.	We find out in the next chapter that Marcelo decides to work for Arturo’s law firm for the summer. He really wants to go to Patterson his senior year. He thinks if he does what Arturo wants and gives the job in the mail room a real try, he can choose Patterson in the fall. How might the story change if Marcelo was not allowed to choose the school he wanted in the fall? We will also continue to add to our plot graph.	Selects “Marcelo might work at the stable instead of the law firm.”

BUILD A GRADE-ALIGNED COMPONENT: III. CONTEXT CLUES		
11th BUILD A GRADE-ALIGNED COMPONENT – Use 3 or more context clues strategies to determine the meaning of a word.		
Step	Teacher Says/Does	Student Response
40.	<p>Sometimes the story has new words you don't know. Context is one way to figure out the meaning of a word. 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. I'll read a passage and you guess the meaning of the new word.</p> <p>Here's our first passage. "I got a summer job at Patterson as the stable man. I will help take care of the ponies." Based on the words around it, what does a "stable man" do?</p> <p>Good! You could tell from the words around it that a "stable man" takes care of ponies.</p>	<p>Selects picture of "takes care of ponies."</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>
41.	<p>Another strategy you can use to figure out the meaning of new words is to look for a definition of the new word in the text. That is the case for the word "straightforward." The author defines it in the next sentence. Listen for the definition of the word "straightforward" as I read this passage. "I like the doctor because he is straightforward. He says what he means."</p> <p>What does the word "straightforward" mean?</p>	<p>Selects "says what he means."</p>
42.	<p>A third way to figure out the meaning of new words is to look for a description of the new word in the text. Sometimes other words in the sentence or paragraph will help you figure out what a word means. You may need to know the literal meaning or the figurative meaning.</p>	<p>Selects "music you can hear with your ears."</p>

	<p>Listen for the words “real stuff” in the following passage. See if you can guess at what “real stuff” means.</p> <p>““Ready for the real stuff?’ he asks when he slides me out. By “real stuff” he means music you can hear with your ears.”</p> <p>What does the author mean by “real stuff”? You may explain that this is the figurative meaning and it only applies to the context of this story.</p>	
43.	<p>Finally, the author may give you an example of something you are likely to know to help you understand a new word. That is the case in the next passage as the author describes what internal music is like for Marcelo. Listen for what the author compares internal music to as I read the passage.</p> <p>“I tell him it is like a big watermelon. When the internal music is there, I am one of the seeds and the music is the watermelon.”</p> <p>What does the author compare internal music to?</p>	Selects “watermelon.”
<p>Note: To help students generalize, try these strategies with other new vocabulary 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 Marcelo does next.</p>		

ADDITIONAL ACTIVITIES TO EXTEND AND ENRICH THE LESSONS

Activity Ideas to Extend and Expand the Lessons

- Find other books by the author, Francisco Stork, at: http://www.franciscostork.com/index_marcelo.php
- Explore various programs of equine therapy at: <http://www.equine-therapy-programs.com/disabled.html>
- Play “brain” games on the computer (e.g., memory, matching)
- Interview a high school peer who has had a summer job. Have students write the questions.
- Plan a camping trip. Make a list of all the things you will need.
- Create a Wordle using words from the story (e.g., strong, gentle, beautiful): <http://www.wordle.net/create>
- Make a list of the figurative language found in the story (e.g., walking on egg shells, something up his sleeve) and draw illustrations for each.
- Listen to Beethoven’s “Largo” from Piano Concerto No. 3, the music Marcelo listened to while getting the brain MRI. Discuss how the music makes students feel as they hear it.
- Visit a local equestrian therapy facility, if available.

As always, when using the internet, be cautious that students do not to follow any hot links off of the web pages, because those have not been checked for content.

NOTE TO TEACHER: Repeat the lesson using these targets

Chapters	Key vocabulary	Main Idea & supporting detail	Theme & supporting detail	Passages for using context clues
5-7	abide customs discreet scripture competitive geographical order	<p>Marcelo discovers there are many rules.</p> <ul style="list-style-type: none"> • People at work are discreet about their religion. They don't quote scripture. • Second, the law firm is competitive. You can be friends with someone and still compete against them. 	<p>Changes and new experiences</p> <ul style="list-style-type: none"> • First, Arturo tells me that I have to abide by some established customs in the business world. • He tells me this is work now - no more relaxing. • Jasmine tells me she is not happy about me working at the law firm. • She will show me today. Tomorrow, I will do it on my own. 	<p>Passage: <i>When the mail comes in, it is sorted into folders in geographical order. The folders follow the way the offices are laid out, so when you go around the office you just move from one folder to the next.</i></p>
8-10	progress trust defective suing client bonus	<p>Marcelo learns to work.</p> <ul style="list-style-type: none"> • One of my jobs is filling the copy machines with paper and making small talk if I have to. • Arturo defines progress as successfully completing the tasks you're given. By his definition, I am making progress. • When we're at the gym, I hear my father talking business with another man. 	<p>Know your friends</p> <ul style="list-style-type: none"> • Arturo wants me to be friends with Wendell, but I don't trust him. • Jasmine tells me to watch out for Wendell. He is not someone I can trust. He's all appearance, just like his father, and just as mean inside. • Wendell gives Jasmine the creeps. • Arturo makes a deal with the man to pay the people money and, in return, they stop suing Vidromek. 	<p>Passage: <i>Arturo defines progress as successfully completing the tasks you're given.</i></p>

11-14	religion Rabbi misread partners	<p>Marcelo has many questions.</p> <ul style="list-style-type: none"> • Aurora wanted me to talk with the Rabbi about the holy books I was reading so I didn't misread them. • I am trying to understand what Wendell means when he says he wants to have Jasmine. • I get lost and call Jasmine to help me. 	<p>Friends and friendships</p> <ul style="list-style-type: none"> • Wendell says he wants to be my friend. But, in order to be my friend, I need to do something for him. • Arturo wants me to be friends with Wendell. • But I don't like what Wendell is asking me to do to Jasmine. • Our fathers went to law school together. Arturo started the firm and brought Wendell's dad in as a partner to help. • Wendell wants us to be partners like our fathers. 	<p>Passage: <i>Arturo started the firm and brought Wendell's dad in as a partner to help.</i></p>
15-18	organize intact taqueria logical	<p>Marcelo finds a mystery.</p> <ul style="list-style-type: none"> • In the bottom of the box, I find a picture of a girl. It must have come from one of the Vidromek files. • I show Jasmine the picture of the girl and ask her to help me figure out who she is. 	<p>Challenges and overcoming obstacles</p> <ul style="list-style-type: none"> • I told Arturo that Jasmine needs me in the mailroom, but it doesn't matter. • Half her face is intact, but the other half is missing. • Why does the picture of the girl upset me so much? • I remind myself that my goal is to make it through the summer, to complete the assignments I am given, so I can go to Patterson next year. • I lie awake in my tree house trying to remember the IM, but I can't find it. 	<p>Passage: <i>Half her face is intact, but the other half is missing.</i></p>

19-21	subway Autism Spectrum reconstructive surgery Sisters memo	<p>Marcelo makes friends.</p> <ul style="list-style-type: none"> • I wait three hours to see Jerry Garcia because there are many other people waiting to see him. • Jasmine invites me to go with her on the weekend to Vermont. • The girl in the picture's name is Ixtel. She was hurt in a car crash. 	<p>Friends help each other</p> <ul style="list-style-type: none"> • Jerry Garcia and Arturo went to school together. • He sent Arturo the picture and a letter asking Arturo to do the right thing for the girl in the picture. • When we get back, I can decide what I wanted to do about the memo and Ixtel. • Jerry Garcia needs something to prove that Vidromek knew the windshield was defective. • Ixtel is living with Sisters in a home about an hour from Boston. 	<p>Passage: <i>Ixtel needs reconstructive surgery to put her face back together. It is very painful for her to talk or eat.</i></p>
22-26	camping dementia forgetful hostile shack	<p>Marcelo goes camping.</p> <ul style="list-style-type: none"> • Aurora thinks the camping trip is a great idea. Arturo does not. • This time Aurora wins. Namu gets to come, too. • The next day we load up Kickaz with camping gear and supplies for Amos's fishing shack. • When we get to the lake, we set up the tent. 	<p>Friends and family</p> <ul style="list-style-type: none"> • Last, I meet Jasmine's dad, Amos. • Jasmine makes Amos take a bath, then takes him to the doctor. • It is wonderful being next to Jasmine under a million stars. • Wendell's "gift" hurts me very much. 	<p>Passage: <i>Jasmine tells me not to pay much attention to Amos because he has dementia. Dementia makes him forgetful and mean.</i></p>
27-31	guarantees threatens fires	<p>Marcelo knows what comes next.</p> <ul style="list-style-type: none"> • Again, I say yes and give Jerry Garcia the memo. • Wendell knows about the memo I gave Jerry Garcia. • Wendell threatens to send a copy of Jasmine's letter to Aurora because it would hurt Aurora and me. 	<p>Stay true to yourself</p> <ul style="list-style-type: none"> • I ask if he knew about the girl. Arturo says he knows everything that happens at the law firm. • I ask if I had come to him and asked him about the memo, would he have given Jerry Garcia what he asked. 	<p>Passage: <i>Wendell threatens to send a copy of Jasmine's letter to Aurora because he knows it would hurt Aurora and me.</i></p>

		<ul style="list-style-type: none"> • Then Arturo fires me and tells me I can take the rest of the summer to get ready for Oak Ridge High. • But I think I know what the next note should be. 	<p>Arturo says absolutely not.</p> <ul style="list-style-type: none"> • As I am leaving, I lay Wendell's gift of truth on Arturo's desk. • Maybe Arturo is right and Oak Ridge High is best for me. • Aurora was right when she told me I needed to be both gentle and strong to work with children. 	
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Option: Students can also act out chapters by assigning different roles to each student. Nonverbal students can read their lines using an alternative communication device.

BUILD TOWARDS GRADE LEVEL COMPETENCE (Level 4 Text): Read *Marcelo in the Real World* aloud to the students, but use the actual non-adapted text. This will provide students with an opportunity to hear more complex vocabulary, literary elements, and author's tone that may have been removed when creating the adapted text. Here are some comprehension questions to use.

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

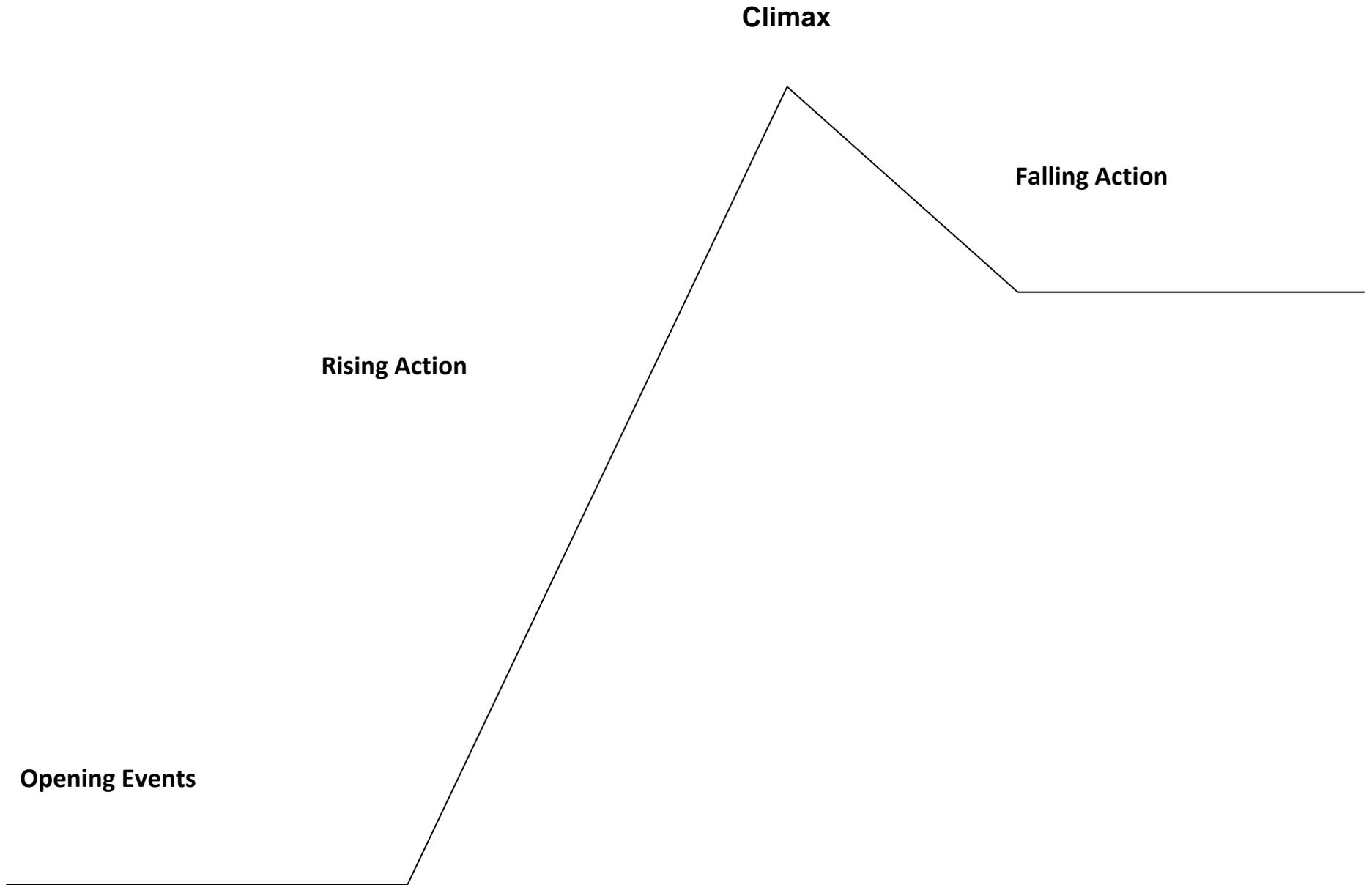
Chapters	“Wh” questions	Additional vocabulary for this chapter
11-14	<ol style="list-style-type: none"> 1. Where does Arturo go before work? 2. What does Arturo want to do with Marcelo after he finishes his business? 3. What “bonus” will Arturo be given? 4. When Marcelo asks Jasmine if he is better than 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
19-21	<ol style="list-style-type: none"> 1. How long did Marcelo have to wait to see Jerry Garcia? 2. How does Jerry Garcia know Arturo? 3. What had Jerry Garcia sent to Arturo? 4. What had happened to Ixtel’s mother and father? 5. Who does Jerry Garcia invite Marcelo to visit? 6. Who does Wendell send Marcelo to visit? 	descended, delinquent, hostility, litigation, tactile advantage, hatred
22-26	<ol style="list-style-type: none"> 1. Who does Aurora tell Marcelo to take with him on the camping trip? 2. What does Marcelo lie about as they are leaving? 3. What is Eleanor? 4. How does Jasmine get her father to take a bath? 5. What is Jasmine building on the hill? 6. Where do Jasmine and Marcelo sleep? 7. What was Marcelo’s favorite thing on the trip? 	motive, knoll, horizon, foundation, studio, dumbbells, inhumane
27-31	<ol style="list-style-type: none"> 1. Does Jerry Garcia take the memo from Marcelo? 2. How did Wendell find out that Marcelo told Jerry Garcia about the memo? 3. What is the “gift of truth”? 4. Where has Marcelo decided to go to school his senior year? 5. What does Marcelo want to do after he graduates? 	consequences, misguided, momentary, inflict, consent, counterpoint

BUILD TOWARDS INDEPENDENT READING (Using text at 1st to 2nd grade reading level.)		
<i>READER OPTION (this step is optional for students who are learning to read independently): Before we read the story, let's try to read some words from the story. Sometimes we can read a new word by sounding out the letters. Let's try a few. I'll show you a word. Read it and show me the picture. (You may substitute words and pictures related to phonics skills your students are learning).</i>		
Step	Teacher shows each word (do not read it)	Student Response
1.	tree	Reads "tree." Points to picture of tree. (If student needs help on these words, show how sound it out /t / /r / /e / /e/.)
2.	sister	Reads "sister." Points to picture of sister.
3.	job	Reads "job." Points to the a picture of a job.
4.	ponies	Reads "ponies." Points to picture of ponies.
5.	work	Reads "work." Points to picture of a work.
Have the student read the text aloud (or silently) and then answer each comprehension question.		
<p>Chapters 1-4</p> <p>Hi. My name is Marcelo. I am 17 years old. My father is Arturo. My mother is Aurora. My dog is Namu. He is a German shepherd. I live in a tree house. My sister got the idea after watching a movie about a family that lived in a tree. I have one more year of school. My school is Patterson. Patterson is a private school for people with Autism. I have Asperger Syndrome, a kind of Autism. I like going to Patterson. I have a special job there. I take care of the ponies and stable. My father wants me to work at his law firm. I can work in the mail room. He says the job will teach me responsibility. I think I can learn responsibility as the stable man. Arturo thinks I need to learn to work in the real world.</p>		<p>Comprehension Questions:</p> <ol style="list-style-type: none"> Who is the story about? (Marcelo) What is Marcelo's dog's name? (Namu) Where does Marcelo live? (tree house) Where does Marcelo go to school? (Patterson) What job does Marcelo have for the summer? (stable man) Where does Arturo want Marcelo to work? (law firm) Why does Arturo want Marcelo to work in the mail room? (to learn responsibility) 

GENERALIZATION ACROSS MATERIALS – Informational text. Repeat this lesson using an informational text about equine therapy and children with Asperger Syndrome. The adapted text and response board are found in the teacher materials section.			
Informational text	“Wh” questions	Topic/ main idea/ theme	Context clues
Read aloud the informational text “Equine Therapy for Children with Asperger Syndrome”.	<p>What sometimes “chooses” the child? (horse)</p> <p>How does the horse’s mane feel? (rough)</p> <p>What can the rider learn about learning? (that it is fun)</p> <p>Where can you find more information about equine therapy? (answers vary but should include on the Internet, from the library)</p> <p>In the 5th paragraph, the author says that children often make eye contact with what first? (horse)</p> <p>What is the author’s purpose in writing the article - inform, persuade, or entertain? Support your answer with text.</p>	<p>What is this article about?</p> <ul style="list-style-type: none"> - exercising horses - equine therapy for children with Asperger Syndrome - verbal and nonverbal communication - jobs working in a stable 	<p>Passage: <i>First, the rhythmic back and forth motion of riding a horse relaxes children.</i></p> <p>Passage: <i>Equine or horse assisted therapy seems to have the best results due to four reasons.</i></p>
REAL LIFE READING. After completing a chapter in class, send a copy of the chapter and a list of comprehension questions with a response board home for homework practice. Also allow the student to review completed chapters during free time to encourage reading as a leisure pursuit. You may even want to start your own classroom library of adapted books.			

Story Map Graphic Organizer		
Characters:	Setting:	Problem:
How the Characters Tried to Solve the Problem:		Solution:
Theme:		

Plot Graph





National Center and State Collaborative

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

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High School LASSI Progress Monitoring Data Sheet

Building Understanding of Words and Stories: Marcelo in the Real World

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 adapted text and vocabulary response options.	Before we read our story, let's review some key words we will read 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, show or read each word). Marcelo (pronounced Marselo, not Marchelo)	Reads/selects "Marcelo." Matches to picture.							
2. See above.	Arturo	Reads/selects "Arturo." Matches to picture.							
3. See above.	Aurora	Reads/selects "Aurora." Matches to picture.							
4. See above.	research (study to learn things; how the brain works)	Reads/selects "research." Matches to picture.							
5. See above.	straightforward (someone who says what they think)	Reads/selects "straightforward." Matches to picture.							
6. See above.	Asperger Syndrome (a form of high functioning Autism)	Reads/selects "Asperger Syndrome." Matches to picture.							
7. See above.	independent (to do things without help)	Reads/selects "independent." Matches to picture.							
8. See above.	responsible (to do the things you say you will do)	Reads/selects "responsible." Matches to picture.							
9. See above.	tree house	Reads/selects "tree house." Matches to picture.							
10. See above.	internal music (IM; music Marcelo remembers in his head)	Reads/selects "internal music." Matches to picture.							

11. Present student with adapted text.	<p>We are going to read a book about a young man with Asperger Syndrome who goes to a special school. He learns many things at his school. He even has a summer job working with horses. But, his father wants him to work at his law firm so he can learn what life is like in the real world. Marcelo’s world is about to change – big time.</p> <p>Find the title of our book. (After the first lesson, teachers may omit the steps for identifying the title and author.)</p>	Points to title.						
12. See above.	<p>Find the author of our book. The author is the person who wrote our story.</p>	Points to author.						
13. Present student with adapted text, sentence strips, and voice output device, if necessary.	<p>I have a special job for you to do today as we read the chapter together. I want you to listen for a line in the story about what Marcelo is going to learn. When I read “Marcelo needs to learn to live in the real world”, I want you to help me read “<u>in the real world.</u>” (Hold up a sentence strip with the words “Marcelo needs to learn to live <u>in the real world.</u>” Point to the words as you read them, but wait for student to read the underlined words.) Let’s practice. “Marcelo needs to learn to live <u>in the real world.</u>” Read the chapter.</p>	Reads “in the real world.”						
		NUMBER CORRECT:						

16. See above.	<p>There is one other character that we need to put on the Story Map. Who is Marcelo's father? (Reread the 4th paragraph, if needed.)</p> <p>You're right. Arturo is Marcelo's father. Let's put "Arturo" on the Story Map. Assist student as needed to affix the response option on the Story Map.</p>	<p>Selects "Arturo."</p> <p>Affixes "Arturo" on the Story Map in the "characters" box.</p>						
17. See above.	<p>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.)</p> <p>Let's put "home" on the Story Map. Assist student as needed to affix the response option on the Story Map.</p>	<p>Selects "home."</p> <p>Affixes "home" on the Story Map in the "setting" box.</p>						
18. See above.	<p>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.)</p> <ul style="list-style-type: none"> - steak - music - school - horses <p>Let's put "school" on the Story Map. Assist student as needed to affix the response option on the Story Map.</p>	<p>Selects "school."</p> <p>Affixes "school" on the Story Map in the "problem" box.</p>						

19. See above.	<p>Arturo proposes a solution to the problem. What does Arturo want Marcelo to do? (If needed, reread the 6th paragraph).</p> <ul style="list-style-type: none"> - work at the law firm for the summer - clean the grill when he is finished - work in the stable - live in the tree house <p>Let's put "work at the law firm" on the Story Map. Assist student as needed to affix the response option on the Story Map.</p>	<p>Selects "work at the law firm."</p> <p>Affixes "work at the law firm for the summer" on the Story Map in the "solution" box.</p>						
		NUMBER CORRECT:						

Objective: Select an inference, conclusion, or summary and support it with 2 or more details from a high school text.						
20. Present student with adapted text and response options.	<p><i>READER OPTION:</i> Use the sight words as the response options. <i>LISTENER OPTION:</i> Use the pictures as the response options.</p> <p>Why might Marcelo agree to work at the law firm? This answer requires us to make an inference using the facts on the page and what we know from our head. First, let's look at some facts.</p> <p>Where does Marcelo want to go to school? (If needed, reread the 1st sentence of the 5th paragraph.)</p>	Selects "Patterson."				
21. See above.	<p>What decision will Marcelo be allowed to make if he works at the law firm this summer? (If needed, reread the last sentence in the 6th paragraph.)</p>	Selects "where he goes to school his senior year."				
22. See above.	<p>Now let's think about what we know from our head. Have you ever done something you didn't want to do (e.g., clean your room) so you could do something you wanted to do (e.g., play video games)? Marcelo might agree to do something he doesn't want to do (work at the law firm) so he can do something he wants to do. What does Marcelo want to do?</p>	Selects "go to Patterson his senior year."				
		NUMBER CORRECT:				

Objective: Identify purpose or theme using 2 or more pieces of evidence.						
23. Provide student with adapted text and response options.	<p><i>READER OPTION:</i> Use the sight words as the response options. <i>LISTENER OPTION:</i> Use the pictures as the response options.</p> <p>A theme is the topic or what the story is about. Let's work together to find a theme in our story. First, let's write what Marcelo wants in a column.</p> <p>What job does Marcelo want to do this summer? (If needed, reread the 5th paragraph.) Write "Job– Stable man" on board.</p>	Communicates "Stable Man."				
24. See above.	<p>Why does he want to work at the stable? (If needed, reread the 5th paragraph.) Write "Why - likes the ponies" on the board.</p>	Communicates "likes the ponies."				
25. See above.	<p>There's another reason Marcelo wants to work at the stable this summer. If he works at the stable this summer, what will happen in the fall? (If needed, reread the 5th paragraph.) Writes "Fall - train ponies" on the board.</p>	Communicates "train ponies." Use LIP if student does not respond correctly.				
26. See above.	<p>Will the work at the stable be easy or hard for Marcelo? (If needed, reread the 5th paragraph.) Writes "Work - easy" on the board.</p>	Communicates "easy."				
27. See above.	<p>How do you know? What line in the story tells you the work will be easy for Marcelo? Read each line aloud.</p> <ul style="list-style-type: none"> - I am very good with the ponies. - I got a summer job at Patterson as the stable man. - I will help take care of the ponies and the stable. - Children with disabilities come to Patterson to ride the ponies. 	Selects "I am very good with the ponies."				

28. See above.	Now let's write what Arturo wants Marcelo to do in another column. Write "Arturo" on the board. What job does Arturo want Marcelo to do this summer? (If needed, reread the 6 th paragraph.) Write "Job – mail room" on the board.	Communicates "Mail room."						
29. See above.	Why does Arturo want Marcelo to work in the mail room? (If needed, reread the 6 th paragraph.) Write "Why -learn to be independent and responsible" on the board.	Communicates "learn to be independent and responsible."						
30. See above.	Does Arturo think Marcelo can learn to be independent and responsible working at the stable? (If needed, reread the 6 th paragraph.) Write "Stable – no learn" on the board.	Communicates "no."						
31. See above.	How do you know? What sentence in the story tells you? Read each sentence aloud. - Life is too easy for me at Patterson. - My job as stable man will continue into next year. - He laughs and says it was totally empty. - Arturo wants to send me to Oak Ridge High.	Selects "Life is too easy for me at Patterson."						
32. See above.	Let's read the facts from our story. Read the facts written on the board aloud. We can see that Marcelo and Arturo want different things for different reasons. Marcelo has a decision to make. He can choose a job he is comfortable with and will enjoy. Or he can choose a job where he will learn a lot, but it will be hard. Which one of these describes the theme of our story: (Read each possible theme aloud.) - change is hard - pony therapy is good for children - summer jobs are important - sons should always work with their fathers Which of these is a theme of our story?	Selects "change is hard."						
		NUMBER CORRECT:						

Objective: Identify how a part of the text contributes to the meaning of the overall story.						
33. Present student with adapted text, response options, and plot graph.	<p>Authors have reasons for telling the story the way they do. A plot graph can help us understand why the author tells the story the way they do. Give all students a Plot Graph. All plots have the same elements. First, there is a beginning. Point to Opening Events. Second, there is a problem or conflict. Point to Problem. Third, there are some action around the problem. Point to Rising Action. Fourth, there is a climax. Point to climax. Fifth, there is falling action. Point to Falling Action. Last, the story ends. Point to Closing Events. We are going to complete the Plot Graph for our story.</p> <p>First, how does the story begin?</p>	<p>Selects “Marcelo at the doctor’s” from responses.</p> <p>Affixes the correct response on the plot graph near “Opening Events.”</p>				
34. See above.	<p>What is the problem? Assist student as needed to affix the response to the plot graph.</p>	<p>Selects “Arturo wants Marcelo to work at the law firm and go to school at Oak Ridge High” from responses.</p> <p>Affixes the correct response on the plot graph near “Problem.”</p>				
35. See above.	<p>What happens next (e.g., rising action)? Assist student as needed to affix the response to the plot graph.</p>	<p>Selects “Marcelo and Arturo disagree.”</p> <p>Affixes the correct response on the plot graph near “Rising Action.”</p>				
36. See above.	<p>What happens next (e.g., climax)? Assist student as needed to affix the response to the plot graph.</p>	<p>Selects “Arturo makes Marcelo an offer. If... then...”</p> <p>Affixes the correct response on the plot graph near “Climax.”</p>				

37. See above.	What happens next (e.g., falling action)? Assist student as needed to affix the response to the plot graph.	Selects “Marcelo goes to the tree house to think.” Affixes the correct response on the plot graph near “Falling Action.”						
38. See above.	Do you think Marcelo will accept Arturo’s solution? Do you think he will take the job this summer in the mail room so he can choose where he wants to go to school his senior year?	Communicates “yes” or “no.” NOTE: There are no incorrect answers.						
39. See above.	We find out in the next chapter that Marcelo decides to work for Arturo’s law firm for the summer. He really wants to go to Patterson his senior year. He thinks if he does what Arturo wants and gives the job in the mail room a real try, he can choose Patterson in the fall. How might the story change if Marcelo was not allowed to choose the school he wanted in the fall?	Selects “Marcelo might work at the stable instead of the law firm.”						
		NUMBER CORRECT:						

BUILD A GRADE-ALIGNED COMPONENT: III. CONTEXT CLUES

BUILD A GRADE-ALIGNED COMPONENT: Use 3 or more context clues strategies to determine the meaning of a word.

<p>40. Present student with adapted text and response options.</p>	<p>Sometimes the story has new words you don't know. Context is one way to figure out the meaning of a word. 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. I'll read a passage and you guess the meaning of the new word.</p> <p>Here's our first passage. "I got a summer job at Patterson as the stable man. I will help take care of the ponies." Based on the words around it, what does a "stable man" do?</p>	<p>Selects picture of "takes care of ponies."</p>						
<p>41. See above.</p>	<p>Another strategy you can use to figure out the meaning of new words is to look for a definition of the new word in the text. That is the case for the word "straightforward." The author defines it in the next sentence. Listen for the definition of the word "straightforward" as I read this passage. "I like the doctor because he is straightforward. He says what he means."</p> <p>What does the word "straightforward" mean?</p>	<p>Selects "says what he means."</p>						
<p>42. See above.</p>	<p>A third way to figure out the meaning of new words is to look for a description of the new word in the text. Listen for a description of "real stuff" in the following passage.</p> <p>"'Ready for the real stuff?' he asks when he slides me out. By "real stuff" he means music you can hear with your ears."</p> <p>What does the author mean by "real stuff"?</p>	<p>Selects "music you can hear with your ears."</p>						

<p>43. See above.</p>	<p>Finally, the author may give you an example of something you are likely to know to help you understand a new word. That is the case in the next passage as the author describes what internal music is like for Marcelo. Listen for what the author compares internal music to as I read the passage.</p> <p>“I tell him it is like a big watermelon. When the internal music is there, I am one of the seeds and the music is the watermelon.”</p> <p>What does the author compare internal music to?</p>	<p>Selects “watermelon.”</p>						
		<p>NUMBER CORRECT:</p>						