



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 1 High School Vocabulary and Acquisition

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LASSIS: Language Arts Sample Systematic Instruction Script

Key Text: Excerpt from *The Pearl*

Grade Band: High School (Grades 9-12)

Focus: Building Understanding of Words and Stories



Topic	Access Points	Florida Standards	Essential Understanding	LASSI Objectives
PASSAGE COMPREHENSION	LAFS.9-10.RL.1.AP.1a Use two or more pieces of evidence to support inferences. LAFS.9-10.RL.1.AP.1b Use two or more pieces of textual evidence to support conclusions.	LAFS.9-10.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.	Determine the plot, purpose or theme within a text. Cite evidence which supports an inference, conclusion, or summary within the text. Match evidence to a provided summary.	Identify key details from the text that support the summary.

Topic	Access Points	Florida Standards	Essential Understanding	LASSI Objectives
	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.	<p>Identify a summary of the plot of the literary text.</p> <p>Find evidence for a conclusion from a provided text.</p> <p>Find evidence for a selected inference from a provided text.</p> <p>Identify a summary of the plot of a literary text.</p> <p>Identify the theme of a literary text.</p> <p>Identify details to support the plot or theme of the text.</p>	
USING CONTEXT CUES	LAFS.9-10.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.	LAFS.9-10.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 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	<p>Recall the meaning of frequently used nouns.</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</p>	Select picture that best illustrates sentence with an unknown or multiple meaning word by using context cues in sentence.

Topic	Access Points	Florida Standards	Essential Understanding	LASSI Objectives
	<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>function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>LAFS.11-2.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.</p>	<p>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 various types of context clues like definition/explain, restatement/synonym, contrast/antonym, inference, and punctuation.</p> <p>Use a dictionary to verify the meaning guessed by using the surrounding words.</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>	

Topic	Access Points	Florida Standards	Essential Understanding	LASSI Objectives
		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>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>	

Be sure to provide specific practice to students on the skills that correspond to their grade level.

	<p>Materials Needed: Print, cut, and laminate response boards and response options attached to the end of this lesson. Also print the story. We recommend putting the story in a three ring binder with page protectors. Note that the stories are written in Level 3 text (no picture icons; Lexiled at about half grade level). 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., “Kino and Juana loved their family”). For students with the most significant or multiple disabilities, augment the story using objects represented in Chapter 1 of <i>The Pearl</i> such as a pearl, small straw house, or a plastic scorpion.</p>
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BUILD ESSENTIAL UNDERSTANDING (See materials for response boards)

INTRODUCE TEXT (i.e., attention getter activity) Show a picture of the ocean. Ask students if they have been to the ocean. Show the book *The Pearl*. We are going to be reading a book about a family that lives a very peaceful life by the ocean.

Step	Teacher Says/Does	Student Response
1.	<p>Today we will read from a novella. A novella is longer than a short story but shorter than a novel. Show graphic organizer that shows a novella in between a short story and a novel.</p> <p>This novella is called <i>The Pearl</i>. The author is John Steinbeck.</p>	<p>If time permits you might have the students show you the novella on the graphic organizer.</p> 
2.	<p>Look at the cover. This cover shows a man and a woman on a boat in the ocean. (Show the actual book cover that has Kino standing in the boat holding up the pearl). Here is a second picture. This picture shows a man, woman, and a baby in a boat. They are on the ocean.</p> <p>What do you think this novella will be about? Let these pictures help you.</p> <p>Do you think this book will be about:</p> <ul style="list-style-type: none"> - family - walking on the beach - a cow - the city 	<p>Communicates “family.” (Give student 4 pictures; if does not point to “family”, use LIP and point to pictures).</p> 
3.	<p>A character is a person in a story. Listen while I read some sentences from our first chapter. (Read 1st two sentences in second paragraph). “Who” asks for the name of a character. Who is a character in our story?</p>	<p>Selects Kino. (Option: Give student 4 pictures which to make a selection.) If not correct, use LIP for finding answer in text. Also remind student “who” asks for a person’s name.</p>  <p>from the</p>  <p>Option: Use examples/non-examples of characters/ not characters.</p>
4.	<p>In this novella, there is more than one character that we have already read about. Who is another character?</p> <p>Here are two more characters from the story. They are Coyotito, the baby, and the doctor.</p>	<p>Communicates “Juana.” (Give student 4 pictures from which to make a selection; If not correct, use the LIP for finding answer in text. Also remind student “who” asks for a person’s name.)</p>

	<p>Show the character page and introduce the remaining characters: Coyotito and the doctor.</p>	 <p>Option: Use examples/non-examples of characters/ not characters.</p> 
<p>5.</p>	<p>The setting is a place in our story. “Where” asks for the setting, a place in our story. Listen again while I read a sentence. Read the first three sentences in the second paragraph.</p> <p>Where is the setting?</p> <ul style="list-style-type: none"> - a park - the ocean - a barn - a city 	<p>Selects the ocean. (Give student 4 pictures which to make a selection.) If not correct, use LIP for finding answer in text.</p>  <p>Option: Use examples/non-examples of settings/ not setting.</p>  <p>from the</p>
<p>6.</p>	<p>I’d like your help reading the chapter. I want you to listen for a sentence about Kino and Juana. They love their family. When I read “Kino and Juana love their”, I want you to help me read “family” (Hold up a sentence strip with the words “Kino and Juana love their family.” Point to the words as you read them, but wait for student to read the last word.) Let’s practice “Kino and Juana...”</p>	<p>Reads “family” (e.g., student may use voice output device to say “family” or speak the word to help read it).</p>

BUILD A GRADE-ALIGNED COMPONENT: I. WORD STUDY

Objective: Identify and define key words related to the story. (See materials for vocabulary and pictures)		
<i>READER OPTION:</i> Student reads each sight word and matches it to the picture.		
<i>LISTENER OPTION:</i> Teacher reads the word, student finds the picture.		
Before we read our story, let's review some key words we will find in the first chapter. Read (or listen for) the word and then show me the picture that goes with the word. (Go through the vocabulary at a rapid pace).		
Step	Teacher shows (or reads) each word	Student Response
7.	Song Word put to music.	 Reads/ selects "song." Matches to picture. (Time delay is an excellent strategy to teach the words. Begin with a no delay round so students learn the words without error. Then use a delayed round for students to anticipate the correct response.) Option: As the student identifies the word, add in the definition. For example: Yes, this word is song. A song is words put to music.
8.	Ancient Very old.	Reads/ selects "Ancient." Matches to picture.
9.	Scorpion A dangerous animal that will sting you with its tail.	Reads/ selects "Scorpion." Matches to picture.
10.	Pulverized To smash something into pieces.	Reads/ selects "Pulverized." Matches to picture.
11.	Procession A group of people walking together to the same place.	Reads/ selects "Procession." Matches to picture.
12.	Poor A person or a family who does not have much money.	Reads/ selects "Poor." Matches to picture.
13.	Money What you can use to pay for things like food, clothes, or a doctor's help.	Reads/selects "Money." Matches to picture.
14.	Happy How you feel when everything is going good.	Reads/selects "Happy." Matches to picture.

BUILD A GRADE-ALIGNED COMPONENT: II. PASSAGE COMPREHENSION

Objective: Confirm or change a prediction about main idea of story using at least two details from story. (See materials for sentence strips)		
Before we start reading chapter 1 of <i>The Pearl</i>, I want you to think about what this chapter will be about. Remember, we looked at the characters: Kino, his wife Juana, their baby Coyotito and the doctor.		
Step	Teacher Says/Does	Student Response
15.	<p>Which of these do you think the story will be about?</p> <ul style="list-style-type: none"> - Kino, Juana, and their baby. - A man catches a fish. - A doctor helps sick people. - Neighbors get together. 	Selects one sentence (Note: any answer is okay for now; this is their guess. If doing this with a group, have each student respond and tally how many “votes” each answer gets.)
READ ADAPTED TEXT: Read Chapter 1 aloud (some students may be able to read this passage aloud for you).		
16.	<p>Let’s read and see if you are correct. Follow along with me while I read. Remember you are going to help me read “family” when I say “Kino and Juana...” Ready?</p> <p>(Read the chapter aloud. When you get to “Kino and Juana loved their family”, read the sentence once. Then repeat “Kino and Juana...” Wait for student to read “family.” NOTE: You may have some students help read other key vocabulary words when you come to them. You may also vary the part of the repeated story line that the student read. Some students may read “Kino and Juana...”)</p>	<p>Reads “family” (may use voice output device). Use LIP if does not respond correctly.</p> 
17.	<p>After completing chapter 1 say: Now let’s see what our story was really about. (Show the sentence strips again.) We can create a summary using key details from the story.</p> <p>Let’s look at key details from the chapter. We need to have key details to back up our summary. Let’s review the key details and put them in the order that they occurred in the story. (Display 3 key details but not in the correct order).</p>	<p>Communicates “Kino, Juana, and Coyotito live together in a simple brush house.” (This may be communicated by pointing to the first picture/sentence strip or reading it. Option: you might have student put the number 1 by the first fact). Use LIP if does not respond correctly.</p> 

	<ul style="list-style-type: none"> - Kino, Juana, and Coyotito live together in a simple brush house. - Coyotito gets stung by a scorpion. - Kino and Juana take Coyotito to the doctor for help. <p>What happened first?</p>	
18.	What happened next?	Communicates "Coyotito gets stung by a scorpion."
19.	What happened last?	Communicates "Kino and Juana take Coyotito to the doctor for help."
20.	<p>So what was our story about?</p> <ul style="list-style-type: none"> - Kino, Juana, and their baby. - A man catches a fish. - A doctor helps sick people. - Neighbors get together. 	Communicates "Kino, Juana, and their baby." Use LIP if does not respond correctly.



Objective: Answer "who", "what", "where", and "why" questions		
Let's answer some questions about our story. Remember to think about what we read to find the <i>right</i> answer.		
READER OPTION: Use some of the sight words as the response options (poor, scorpion).		
LISTENER OPTION: Use the pictures as the response options.		
Step	Teacher Says/Does	Student Response
21.	<p>"Who" asks for the character- a person.</p> <p>Who got stung by the scorpion?</p>	<p>Selects "Coyotito."</p> <p>(If student does not get correct answer for these questions, reread portion of text with correct answer and ask again. See LIP for text in <i>Instructional Resource Guide</i> for more detail.)</p>
22.	<p>"Where" asks for the place our story occurred.</p> <p>Where did Kino and Juana live?</p>	Selects "In a brush house."
23.	<p>"What" asks for a fact from our story.</p> <p>What stung Coyotito?</p>	Selects "A scorpion."
24.	<p>"Why" asks for reasons from the chapter.</p> <p>Why did Kino think the doctor would not help Coyotito?</p>	Selects "they were poor."



	<p>Generalization: On future days if you reread this chapter, you might try different “wh” questions so students do not memorize the answers. E.g., Who did Kino and Juana take the baby to for help? (the doctor). Where did the doctor live? (in a large house). Also on future days try leaving out the rule (e.g., “Where” asks for a place.) and simply ask the question.</p>	
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<p>You are doing a great job with <i>The Pearl</i> today! Let’s try something a little harder. Let’s look at a summary of the chapter. The summary is a short version of the chapter that includes the main character and key events and details. We will need to select key details from the chapter that support the summary.</p>		
Step	Teacher Says/Does	Student Response
25.	<p>Let’s begin by thinking about our main characters. Here are two main characters from the chapter. Point to each one as I read the name.</p> <p>Point to each one and read the name allowing the student to point with you.</p>	<p>Communicates “Kino, and Juana” as they are read aloud. Use LIP if does not respond correctly.</p> 
26.	<p>What do we know about Kino and Juana.</p> <p>Kino and Juana love their family. Coyotito is a girl. Juana likes to sew.</p>	<p>Communicates “Kino and Juana love their family.”</p> <p>LIP if does not respond correctly.</p> 
27.	<p>Good. Now listen to this summary of the chapter. Read summary. Kino was a fisherman who lived in a brush house with Juana and his baby, Coyotito. Kino lived a simple life.¹ The baby was stung by a scorpion and needed a doctor. Kino did not have money to pay the doctor.² The doctor would not help the baby.</p> <p>Is this a good summary?</p>	<p>Communicates “yes.”</p>

<p>28.</p>	<p>Let's find key details in the chapter that support the summary. Listen to this sentence. Kino lived a simple life.¹</p> <p>Which of these details from the chapter support the idea that Kino had a simple life?</p> <ul style="list-style-type: none"> - Kino lived in a simple house and ate a simple breakfast of corncakes and syrup. - Kino watched the ocean. - George drove a car. 	<p>Communicates "Kino lived in a simple house and ate a simple breakfast of corncakes and syrup."</p> <p>(If does not respond correctly, use LIP, rereading the part of the text that provides the answer.)</p>
<p>29.</p>	<p>Let's find key details in the chapter that support another sentence in the summary. Listen to this sentence from the summary. Kino did not have money to pay the doctor.² The doctor would not help the baby.</p> <p>Which of these details from the chapter support the idea that the doctor would not help the baby?</p> <ul style="list-style-type: none"> - The doctor was rich and did not help poor people like Kino and Juana. - The doctor lived in a big house. - Isabella made pottery. 	<p>Communicates "The doctor was rich and did not help poor people like Kino and Juana." Use LIP if student does not respond correctly; rereading part of text that gives the answer.</p>



BUILD A GRADE-ALIGNED COMPONENT: III. CONTEXT CLUES

BUILD A GRADE ALIGNED COMPONENT – Fill in sentence using new vocabulary word based on context clues. (See materials for response board)		
You have done such a great job with our chapter of <i>The Pearl</i> today. Let's do one more thing. Let's play "Guess the Word". Give each student several pictures including the correct responses.		
Step	Teacher Says/Does	Student Response
30.	<p>Here is our first word. Listen in the sentence for the word "froze." "Kino and Juana saw a scorpion crawling down the rope to the hanging box. A scorpion is an animal with eight legs, claws, and a tail with a stinger. Kino and Juana froze where they stood. The scorpion was very dangerous."</p> <p>Froze can have more than one meaning. What do you think "froze" means in the sentence: Kino and Juana froze where they stood.</p> <p>Does it mean</p> <ul style="list-style-type: none"> - The fire roared in the fireplace - They stood very still - They were very cold <p>Hint: Here's the hint, watch me...model freezing in a position...Look at me, I am being really still.</p>	<p>Selects text and picture of "They stood very still." (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> <div style="display: flex; align-items: center;">  <p>If student does not make correct response, provide the hint shown on the left and re-ask.</p> </div>
31.	<p>Here's our next word, brush house. You may not know this word. See if the sentences help you know what a brush house is.</p> <p>"Kino was a poor fisherman. He, Juana, and Coyotito live in a <i>brush house</i>, a simple house made of bundles of straw fastened together to form walls and a roof."</p> <p>Who can find the picture of a brush house?</p>	<p>Selects picture of a brush house.</p> <p>Use same strategy for prompting as above and same game format.</p>

	<p>Hint: Here's the hint "a house made of straw fastened together to form walls and a roof."</p>	
32.	<p>Here's our next word, hanging box. You may not know this word. See if the sentences help you know what a hanging box is. "Juana prepared the fire to make a simple breakfast of corncakes and syrup. Then, still in her bare feet she went to the <i>hanging box</i> where Coyotito slept to check on the baby."</p> <p>Who can find the picture of a hanging box?</p> <p>Hint: Here's the hint: it's a basket that a baby could sleep in.</p>	<p>Selects picture of Coyotito's hanging box.</p>
33.	<p>Last one! Listen to these sentences from the chapter. Listen for the word indigent.</p> <ul style="list-style-type: none"> - Some of the newcomers appraised Juana's old blue skirt and Kino's tattered blanket and they knew they were indigent. - He became angry because he did not want to be bothered. The doctor was rich and did not help indigent babies like Coyotito. He asked if Kino had money to pay. <p>What do you think the word indigent means?</p> <ul style="list-style-type: none"> - They wore old clothes and had an old blanket. They did not have any money. Indigent means poor. - The doctor was rich. Indigent means rich. - Juana wore an old blue skirt. Indigent means blue. <p>Hint: The dictionary says that indigent means: very needy</p>	<p>Selects "They wore old clothes and had an old blanket. They did not have any money. Indigent means poor."</p> <p>If incorrect, provide hint and re-ask.</p>
	<p>Note: To help students generalize, try other multiple meaning words in future lessons. Point out these words in everyday activities.</p>	

You did a wonderful job with our story today.

OPTIONAL WRITING ACTIVITIES: *(need to add writing CCCs once finalized)*

There are two writing activities. The first activity can be done daily, or after reading a chapter or group of chapters. The second activity can be used as a culminating activity at the end of the book.

Daily: Create a scrapbook of each character introduced in the chapter(s). This is a way to incorporate technology. Students can create a picture of each character based on what they envision after hearing the novella read to them by using the options provided. Then, they can look for character descriptions in the story and add using a keyboard, adapted keyboard, speech-to-text software, or by dictating what to write to the teacher. This can be done without this website, using pictures printed from the internet, or cut from magazines.

Creating a Character Name _____ Period _____

You will create a character. Fill in complete details about your character. You may need to think of a story surrounding your character.

Name of Character _____

1. *Appearance* _____

2. *Personality* _____

3. *Background* _____

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Culminating Activity: Turn this novella into a graphic novel. After each chapter create a comic strip that tells the key events of that chapter. At the end of the novella put them all together to form a graphic novel. Students can create the graphics themselves, or select line drawings or illustrations.

NOTE TO TEACHER: Repeat the lesson using these targets

Adapted Chapters	Key Vocabulary	Passage Comprehension	Summary and Supporting Details	Passages for using context clues
2	Deliberately Deftly Pearl Abscess Oyster Canoe	<ol style="list-style-type: none"> 1. He looked at Coyotito, and he saw that the abscess was getting better; the poison was receding from Coyotito's body. He was getting better! <ul style="list-style-type: none"> • <u>How do we know Coyotito was getting better?</u> 2. He swam to the surface, reached over the side of the canoe and laid the oyster in the bottom. <ul style="list-style-type: none"> • <u>What does Kino hope is inside the oyster?</u> 3. Gathering pearls to sell is how Kino makes money to support his family. <ul style="list-style-type: none"> • <u>What did Kino do to make money?</u> 4. Pearls are formed inside oysters at the bottom of the ocean. <ul style="list-style-type: none"> • <u>Where are pearls formed?</u> 	<p>Summary: Kino and Juana wanted to help their baby Coyotito. Kino searched for and found a great pearl so that he could help Coyotito.</p> <p>Supporting Details:</p> <ol style="list-style-type: none"> 1. Gathering pearls to sell is how Kino makes money to support his family. 2. She hoped that they might find a pearl so that they could pay the doctor to cure the baby. 3. Kino looked inside, and there it laid, the great pearl, perfect as the moon. 	<ol style="list-style-type: none"> 1. Kino moved next to the hummock, and then, beside it, under a little overhang, he saw a very large oyster lying by itself, not covered with other oysters. A hummock is a low mound or ridge of earth. (students use the definition to determine the meaning) 2. It was bright and glowed with a silver incandescence. (students use the words in the sentence to determine the meaning) 3. His eyes were shining with excitement. Juana sensed his excitement but looked away because it is not good to want something too much. (Provide sentences for response options. Correct sentence would be: "Sensed his excitement" meant that even though Kino did not say a word, Juana could tell Kino was excited by the look on his face.)
3	Amplified Radiated Lucent Evoke Concealed Confirmation *Incandescent	<ol style="list-style-type: none"> 1. Even the beggars in front of the church giggled with pleasure. They knew that there is no better almsgiver than a poor man who is suddenly lucky. A poor man knows 	<p>Summary: Kino thinks the pearl will bring good but Juana thinks the pearl will bring bad.</p> <p>Supporting Details:</p>	<ol style="list-style-type: none"> 1. Confirmation She looked at the neighbors for confirmation, and they nodded their heads in agreement. 2. Lucrative 3. Almsgiver

	<p>(also a vocabulary word from chapter 2)</p>	<p>what it is like to have nothing so he gives money and food to the poor.</p> <ul style="list-style-type: none"> • <u>Who hoped that Kino would give money and food to the poor?</u> • <u>Why did they think he would give to the poor?</u> <p>2. He saw two men approach; Kino saw that one was the doctor and the other servant who had opened the gate in the morning. Kino stood in the door, looking at the approaching men and hatred radiated from his eyes, but he was also fearful.</p> <ul style="list-style-type: none"> • <u>How did Kino feel when he saw the doctor and his servant?</u> <p>3. Juana could see a brooding hate growing in Kino and this evoked fear in her. "This thing is evil," Juana cried harshly. "This pearl is like a sin! It will destroy us."</p> <ul style="list-style-type: none"> • <u>What was evoked in Juana when she saw how angry Kino was?</u> 	<ol style="list-style-type: none"> 1. Everyone in the town wondered how they might benefit from the pearl. 2. "We will be married in the church." 3. "My son will go to school." 4. Juana could see a brooding hate growing in Kino and this evoked fear in her. "This thing is evil." 	<p>Even the beggars in front of the church giggled with pleasure. They knew that there is no better almsgiver than a poor man who is suddenly lucky. A poor man knows what it is like to have nothing so he gives money and food to the poor.</p> <p>4. Father (multiple meaning word) "The Father is coming-the priest is coming." The men uncovered their heads and stepped back from the door, and the women gathered their shawls about their faces and cast down their eyes. The priest from the church in town came in.</p>
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		<ul style="list-style-type: none"> • <u>Why does she say the pearl is like a sin? (or why does she think the pearl is bad?)</u> 		
4	Procession (review from earlier chapter) Strategy Benign Contemptuous Price Value Sinister Monstrosity	<ol style="list-style-type: none"> 1. What does the pearl buyer offer to pay Kino first? (1000 pesos) 2. What is the second offer? (1500 pesos) 3. What reasons do the pearl buyers give for not liking Kino's pearl? (feel free to re-phrase this question) 4. What does Juana want to do with the pearl? 5. Challenge question-What was the strategy of the pearl buyers? 	Summary: Selling the pearl does not go as Kino had hoped. Kino is not offered a fair price so he does not sell the pearl. Supporting details: <ol style="list-style-type: none"> 1. For Kino and Juana this was the most important day of their lives, second only to the day Coyotito was born. 2. "There is no market for such things. I am sorry. You thought it was a thing of value, and it is only a curiosity." 3. I can give you, say, a thousand pesos." 4. Kino's face grew sinister and dangerous. "It is worth fifty thousand," he said. "You know it. You want to cheat me." 5. "I am cheated," Kino cried fiercely. "My pearl is not for sale here. I will go, perhaps even to the capital." 	<ol style="list-style-type: none"> 1. Perplexed (unknown word) Kino did not understand. He looked perplexed and worried. "It is the Pearl of the World," he cried. "No one has ever seen such a pearl." 2. Pesos (unknown word) "On the contrary," said the buyer, "it is large and clumsy. As a curiosity it may have some value; some museum might purchase it to place in a collection of seashells. I can pay you, say, a thousand pesos." 3. Appraiser (unknown word) "Do not blame me," he said quickly. "I am only an appraiser; I am just making an estimate of the value of the pearl. Ask the others."
5	Retrieve Conceived Skirmish Attribute Catastrophe Canoe	<ol style="list-style-type: none"> 1. Why did Kino say he killed the stranger? 2. Juana already believed the great pearl was evil. Who else believes the pearl is evil? 	Summary: Bad things are happening to Kino. He, Juana, and Coyotito must leave town. Supporting details: <ol style="list-style-type: none"> 1. Kino grabbed the pearl from her. Kino was furious! He hit 	<ol style="list-style-type: none"> 1. Finishing the job (unknown phrase) In the moonlight she saw a glimmer of the great pearl. She thought about going back to the sea and finishing the job.

	Brush House (review from earlier chapter)	<ol style="list-style-type: none"> 3. Why do Kino and his family have to leave town? 4. Where do Kino, Juana, and Coyotito hide? 	<p>Juana with his clenched fist and she fell among the boulders. Finally, the rage left Kino and he was disgusted with what he had done. He turned away and headed up through the path.</p> <ol style="list-style-type: none"> 2. Juana knew that the old life was gone forever. A dead man in the path and Kino's knife, dark-bladed beside him, convinced her. 3. But when Kino arrived at the canoe he saw that a hole had been knocked into the bottom. 4. For the fisherman of the brush houses, there was no life without a boat. 5. The dead man had been found and the townspeople were forming a search party to look for Kino and his family. Kino said he thought he would go north to a city. 	<p>*Consider what has happened in the text that will tell us what the job was that she didn't finish.</p> <ul style="list-style-type: none"> ➤ He saw her move toward the fireplace and move the stone where Kino had placed the great pearl. And then like a shadow she glided toward the door and was gone. ➤ Her arm was up to throw when Kino grabbed the pearl from her. <p>2. Divert (unknown word) "I will hide you," said Juan Tomas. The neighbors do not know what has happened to you and your family. I will go divert any suspicions by giving them theories about what has happened to you. I do not want them to think you are still here so I will tell them I think you have gone south along the coast."</p> <p>3. Breaks (multiple meaning word) The sun will rise soon and we must be gone before the day breaks."</p>
6	Sinister Petulant Hysterical	<ol style="list-style-type: none"> 1. Kino could feel the blown sand against his ankles and he was glad, for he knew there would be no tracks. How did Kino know there would be no tracks? (inferential) 2. What happens to the trackers? 	<p>Summary: Kino and his family try to escape but bad things continue to happen. Kino and Juana no longer want the great pearl.</p> <p>Supporting details:</p> <ol style="list-style-type: none"> 1. The two walked carefully, and they avoided the center of the town where someone might see them pass. 	<ol style="list-style-type: none"> 1. Lumber (multiple meaning word) Here are two meanings of the word lumber: 1. Wood that will be used to build something. 2. To move clumsily or heavily. What do you think the word lumbered means in the sentence below? Once a large animal lumbered somewhere in the darkness. 2. Germane (unknown word)

		<ol style="list-style-type: none"> 3. Where do Kino and Juana go after Coyotito is killed by the trackers? 4. What does Kino do with the pearl at the end of the novella? 	<ol style="list-style-type: none"> 2. Kino aimed deliberately and fired. He saw his enemy tumble backward. 3. He knew the sound- then moaning, rising hysterical cry from the little cave where he had left Juana and Coyotito. It was the cry of death. 4. He saw the evil that the pearl had brought. 5. And Kino drew back his arm and flung the pearl back into the ocean with all his might. 	<p>For any sound, a rolling pebble or a sigh, a little slip of flesh on rock, would alert the trackers. They would notice any sound that was not germane, or out of place, to the night.</p>
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BUILD TOWARDS GRADE LEVEL COMPETENCE (Level 4 Text): Read the chapters covered in the lesson above 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 that may have been removed when creating the adapted text, and the author’s tone. Here are some comprehension questions to use for each chapter.

Original Chapters	“Wh” questions	Additional vocabulary to teach for this chapter
1	What does Kino see and hear when he opens his eyes? Why were Kino and Juana worried about the scorpion?	Appraised Poverty Pulque
2	What is the main event of this chapter? What song is introduced in this chapter?	Deliberately Estuary Mirage
3	What is the town compared to? What would Kino do with his riches? Why does the doctor come and what does he do?	Confirmation Consequently Essence
4	What happened when Kino went to sell his pearl? What evil event happened that makes Juana want to throw away the pearl?	Extravagant Function Vigor Lethargy
5	Where did Juana go early in the morning? What did Kino do when he found out where Juana went? Why did they leave the village?	Edifice Exhilaration Stifling Theories
6	What happened to Coyotito? What happened to the trackers? What happened to Kino and Juana? What happened to the pearl?	Apprehensively Erosion Wrenched Immune

BUILD TOWARDS INDEPENDENT READING (Using text at beginning 3rd grade reading level.) Have the student read the Independent Reader steps aloud (or silently) and then answer each comprehension question. You can also cut the sentences apart and have students put them in order to retell the story.

Objective: Identify and define key words related to the story. (See materials for vocabulary and pictures)		
<i>READER OPTION (this step is optional for students who are learning to read independently):</i> Sometimes we can read new words 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).		
Step	Teacher shows each word (do not read it)	Student Response
1.	wife	Reads word. Points to picture of Juana. (If student needs help on these words, show how sound it out /w/ /i/ /f/.)
2.	loves	Reads word. Points to picture of heart.
3.	help	Reads word. Points to picture of someone being helpful.
4.	sad	Reads word. Points to picture of a sad person.

Kino is a fisherman.
 He has a wife named Juana and a baby named Coyotito.
 Kino does not have money but he loves his family.
 Coyotito gets bit by a scorpion.
 He needs to see a doctor.
 Kino does not have money to pay the doctor.
 The doctor will not help Coyotito.
 Kino and Juana are sad.
 Kino is also angry.
 They hope the baby will get better.

- Questions:
1. Who: Who needs to see a doctor?
 2. What: What happens to Coyotito?
 3. Who: Who will not help Coyotito?

GENERALIZATION ACROSS MATERIALS. Repeat this lesson using a poem instead of a story. Please go to <http://www.poemhunter.com/poem/we-grow-accustomed-to-the-dark/> to print the poem. Below are suggested questions and skills. A response board is included in the student materials.

Poem	“Wh” questions	Topic/ main idea/ theme	Context clues	Other ideas
Read aloud this poem: “We Grow Accustomed to the Dark” By Emily Dickinson	Who do you think the author is talking about when she says “We?” What does the author mean when she says “The Bravest?” Where have we seen or experienced Darkness? Why is the Dark capitalized throughout the poem?	What is this poem about? - darkness - adapting - light - dark	And sometimes hit a tree.	This poem could be used to help students understand personification and other figurative language skills. The use of Darkness as a noun is useful in translating these ideas.

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. Some suggestions for making this content more meaningful are to:

- Bring in a pearl and for future chapters an oyster shell to show where the pearl comes from.
- Talk about songs that represent things to the student or make them feel a certain way. Use the internet to find songs that students select. Allow them to put a label on their songs (e.g., Song of Family, Song of Happiness).
- This novella is set somewhere on the Gulf of Mexico. If you have students who are from Mexico or Central America practice locating these areas on a map.
- Future chapters talk a lot about greed. Help the students understand this concept by finding real life examples of greed. You may also find this concept illustrated in some movies.
- John Steinbeck is very descriptive in his writing. You might have students create pictures based on the description in the text, then find real pictures of the beach and the ocean. Tie this to the students' experiences that they may have had at the beach.



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 1 High School Vocabulary and Acquisition Progress Monitoring

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High School LASSI Progress Monitoring Data Sheet
Building Understanding of Words and Stories: The Pearl

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</i> <i>Date:</i>						
1. Present student with book cover.	<p>INTRODUCE TEXT (i.e., attention getter activity) Show a picture of several pets (you may have students bring pictures of their pets). Ask students how they got their pet. Show the book <i>The Pearl</i>. We are going to be reading a book about a family.</p> <p>Today we will read from a novella. A novella is longer than a short story but shorter than a novel. Show line that shows a novella in between a short story and a novel. This novella is called <i>The Pearl</i>. The author is John Steinbeck.</p>							
2. Present student with book cover and picture response cards.	<p>Look at the cover. What do you think this novella will be about? Let the picture on the cover help you.</p>	Communicates "family."						
3. See above.	<p>A character is a person in a story. Listen while I read some sentences from our first chapter. (Read 1st two sentences in second paragraph). "Who" asks for the name of a character. Who is a character in our story?</p>	Selects Kino.						
4. See above.	<p>In this novella, there is more than one character that we have already read about. Who is another character? Show the character page and introduce the remaining characters: Coyotito and the doctor.</p>	Communicates "Juana."						

5. See above.	The setting is a place in our story. “Where” asks for the setting, a place in our story. Where is the setting?	Selects the ocean.						
6. Present student with adapted text, sentence strip, and voice output device if necessary.	I’d like your help reading the chapter. I want you to listen for a sentence about Kino and Juana. They love their family. When I read “Kino and Juana love their”, I want you to help me read “family.” (Hold up a sentence strip with the words “Kino and Juana love their family.” Point to the words as you read them, but wait for student to read the last word.) Let’s practice “Kino and Juana…”	Reads “family” (e.g., student may use voice output device to say “family” or speak the word to help read it).						
		NUMBER CORRECT:						
BUILD A GRADE-ALIGNED COMPONENT: I. WORD STUDY								
Objective: Identify and define key words related to the story. (See materials for vocabulary and pictures)								
7. Present student with adapted text, vocab response cards, and picture response cards.	<i>READER OPTION:</i> Student reads each sight word and matches it to the picture. <i>LISTENER OPTION:</i> Teacher reads the word, student finds the picture. Before we read our story, let’s review some key words we will find in the first chapter. Read (or listen for) the word and then show me the picture that goes with the word. (Go through the vocabulary at a rapid pace). Song (Show or read)	Reads/ selects “song”. Matches to picture.						
8. See above.	Ancient (Show or read)	Reads/ selects “Ancient.” Matches to picture.						
9. See above.	Scorpion (Show or read)	Reads/ selects “Scorpion.” Matches to picture.						
10. See above.	Pulverized (Show or read)	Reads/ selects “Pulverized.” Matches to picture.						
11. See above.	Procession (Show or read)	Reads/ selects “Procession.” Matches to picture.						

12. See above.	Poor (Show or read)	Reads/ selects "Poor." Matches to picture.							
13. See above.	Money (Show or read)	Reads/selects "Money." Matches to picture.							
14. See above	Happy (Show or read)	Reads/selects "Happy." Matches to picture.							
		NUMBER CORRECT:							

BUILD A GRADE-ALIGNED COMPONENT: II. PASSAGE COMPREHENSION

Objective: Confirm or change a prediction about main idea of story using at least two details from story. (See materials for sentence strips)

15. Present student with adapted text and picture response cards.	<p>Before we start reading <i>The Pearl</i>, I want you to think about what this chapter is about. Remember, we talked about the fact that there are two characters: Kino and Juana. Let's look at some illustrations from <i>The Pearl</i>.</p> <p>Which of these do you think the story will be about?</p> <ul style="list-style-type: none"> - Kino, Juana, and their baby. - A man catches a fish. - A doctor helps sick people. - Neighbors get together. 	Selects one sentence.							
16. Present student with adapted text and voice output device, if needed.	<p>I am going to read our chapter aloud now. Follow along with me. Remember you are going to help me read "family" when I say "Kino and Juana..." Ready?</p> <p>(Read the chapter aloud. When you get to "Kino and Juana loved their family", read the sentence once. Then repeat "Kino and Juana..." Wait for student to read "family.")</p>	Reads "family" (may use voice output device).							

17. Provide student with adapted text and sentence strips.	<p>Now let's see what our story was really about. (Show the sentence strips again.) Let's look at facts from the chapter. We need to have facts to back up our choice. Let's review the facts. (Display 3 facts).</p> <ul style="list-style-type: none"> - Kino, Juana, and Coyotito live together in a simple brush house. - Coyotito gets stung by a scorpion. - Kino and Juana take Coyotito to the doctor for help. <p>What happened first?</p>	Communicates "Kino, Juana, and Coyotito live together in a simple brush house." (this may be communicated by pointing to the first picture/sentence strip or reading it. Option: you might have student put the number 1 by the first fact).						
18. See above.	What happened next?	Communicates "Coyotito gets stung by a scorpion."						
19. See above.	What happened last?	Communicates "Kino and Juana take Coyotito to the doctor for help."						
20. See above.	<p>So what was our story about?</p> <ul style="list-style-type: none"> - Kino, Juana, and their baby. - A man catches a fish. - A doctor helps sick people. - Neighbors get together. <p>Match the fact to the answer.</p>	Communicates "Kino, Juana, and their baby."						
		NUMBER CORRECT:						
Objective: Answer "who", "what", "where", and "why" questions								
21. Present student with sight word response cards, picture response cards, and adapted text.	<p>Let's answer some questions about our story. Remember to think about what we read to find the <i>right</i> answer.</p> <p><i>READER OPTION:</i> Use the sight words as the response options.</p> <p><i>LISTENER OPTION:</i> Use the pictures as the response options.</p> <p>"Who" asks for the character- a person. Who got stung by the scorpion?</p>	Selects "Coyotito."						

22. See above.	“Where” asks for the place our story occurred. Where did Kino and Juana live?	Selects “In a brush house.”						
23. See above.	“What” asks for a fact from our story. What stung Coyotito?	Selects “A scorpion.”						
24. See above.	“Why” asks for reasons from the chapter. Why did Kino think the doctor would not help Coyotito?	Selects “they were poor.”						
		NUMBER CORRECT:						
25. Write Kino and Juana. Point to each one and read the name, allowing the student to point.	<p>You are doing a great job with <i>The Pearl</i> today! Let’s try something a little harder. Let’s look at a summary of the chapter. The summary is a short version of the chapter that includes the main character and key events and details. We will need to select key details from the chapter that support the summary.</p> <p>Let’s begin by thinking about our main characters. Here are two main characters from the chapter. Point to each one as I read the name.</p> <p>Write Kino and Juana. Point to each one and read the name allowing the student to point.</p>	Communicates “Kino and Juana” as they are read aloud.						
26. Present student with adapted text and response cards.	<p>What do we know about Kino and Juana.</p> <ul style="list-style-type: none"> - Kino and Juana love their family. - Coyotito is a girl. - Juana likes to sew. 	Communicates “Kino and Juana love their family.”						

27. See above.	<p>Good. Now listen to this summary of the chapter. Read summary. Kino was a fisherman who lived in a brush house with Juana and his baby, Coyotito. Kino lived a simple life.¹ The baby was stung by a scorpion and needed a doctor. Kino did not have money to pay the doctor.² The doctor would not help the baby.</p> <p>Is this a good summary?</p>	Communicates “yes.”							
28. See above.	<p>Let’s find key details in the chapter that support the summary. Listen to this sentence. Kino lived a simple life.¹</p> <p>Which of these details from the chapter support the idea that Kino had a simple life?</p> <ul style="list-style-type: none"> - Kino lived in a simple house and ate a simple breakfast of corncakes and syrup. - Kino watched the ocean. - George drove a car. 	Communicates “Kino lived in a simple house and ate a simple breakfast of corncakes and syrup.”							
29. See above.	<p>Let’s find key details in the chapter that support another sentence in the summary. Listen to this sentence from the summary. Kino did not have money to pay the doctor.² The doctor would not help the baby. Which of these details from the chapter support the idea that the doctor would not help the baby?</p> <ul style="list-style-type: none"> - The doctor was rich and did not help poor people like Kino and Juana. - The doctor lived in a big house. - Isabella made pottery. 	Communicates “The doctor was rich and did not help poor people like Kino and Juana.”							
			NUMBER CORRECT:						

BUILD A GRADE-ALIGNED COMPONENT: III. CONTEXT CLUES

BUILD A GRADE-ALIGNED COMPONENT – Fill in sentence using new vocabulary word based on context clues.

<p>30. Present students with adapted text and picture response cards.</p>	<p>Here is our first word. Listen in the sentence for the word “froze”. “Kino and Juana saw a scorpion crawling down the rope to the hanging box. A scorpion is an animal with eight legs, claws, and a tail with a stinger. Kino and Juana froze where they stood. The scorpion was very dangerous.”</p> <p>Who can find the picture that shows what froze means in the sentence?</p> <p>Hint: Here’s the hint, watch me...model freezing in a position...Look at me, I am being really still.</p>	<p>Selects text and picture of “They stood very still.”</p>						
<p>31. See above.</p>	<p>Here’s our next word, brush house. You may not know this word. See if the sentences help you know what a brush house is. “Kino was a poor fisherman. He, Juana, and Coyotito live in a <i>brush house</i>, a simple house made of bundles of straw fastened together to form walls and a roof.”</p> <p>Who can find the picture of a brush house?</p> <p>Hint: Here’s the hint “a house made of straw fastened together to form walls and a roof.”</p>	<p>Selects picture a brush house.</p>						
<p>32. See above.</p>	<p>Here’s our next word, hanging box. You may not know this word. See if the sentences help you know what a hanging box is. “Juana prepared the fire to make a simple breakfast of corncakes and syrup. Then, still in her bare feet she went to the <i>hanging box</i> where Coyotito slept to check on the baby.”</p> <p>Who can find the picture of a hanging box?</p>	<p>Selects picture of Coyotito’s hanging box.</p>						

<p>33. See above.</p>	<p>Last one! Listen to these sentences from the chapter. Listen for the word indigent.</p> <ul style="list-style-type: none"> - Some of the newcomers appraised Juana's old blue skirt and Kino's tattered blanket and they knew they were indigent. - He became angry because he did not want to be bothered. The doctor was rich and did not help indigent babies like Coyotito. He asked if Kino had money to pay. <p>What do you think the word indigent means?</p> <ul style="list-style-type: none"> - They wore old clothes and had an old blanket. They did not have any money. Indigent means poor. - The doctor was rich. Indigent means rich. - Juana wore an old blue skirt. Indigent means blue. <p>Hint: The dictionary says that indigent means: very needy</p>	<p>Selects They wore old clothes and had an old blanket. They did not have any money. Indigent means poor.</p>						
		<p>NUMBER CORRECT:</p>						