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ENGLISH LANGUAGE LEARNERS

ILLP Training

**Teaching Reading Standards
in the
High School Content Classroom**

PRESENTERS

Tammara Ragsdale
Education Program Specialist - OELAS

Secily Downes
Education Program Specialist - OELAS



GOALS FOR PARTICIPANTS

- Provide daily English language development in the content class to fulfill the Reading time allocation for ELLs on ILLPs.
 - Find and adapt primary and secondary sources to supplement textbook materials
 - Model close reading strategies in the classroom
 - Scaffold difficult text for all cognitive and language proficiency levels
 - Develop supplemental activities to scaffold and extend lesson components



LIBRARY OF DOCUMENTS

- **Library Documents List**
- **Document 1:** Steps for Lesson Planning
- **Document 2:** Lesson Design Sequence
- **Document 3:** Unit of Study
- **Document 4:** ILLP Attachment A
- **Document 5:** *The Economist*: Books VII-X
- **Document 6:** ILLP English Language Development Strategies in Social Studies
- **Document 7:** My City-States—Rules and Roles
- **Document 8:** Question Matrix

MORE LIBRARY DOCUMENTS

- **Document 9:** Tree Organizer
- **Document 10:** Lesson Rationale and Set-up
- **Document 11:** Text Pointers with *The Economist*: Book X excerpt
- **Document 12:** Text Pointers Template
- **Document 13:** Word Order/Sentence Shuffle
- **Document 14:** Focus on Metaphors
- **Document 15:** Works Cited page
- **Document 16:** Text Complexity Grade Bands

STEPS TO DESIGNING READING LESSONS IN A CONTENT CLASSROOM

- Content standard (Big Idea) - Math, Science, Social Studies
- Arizona's Common Core Standards and ELP Standards
- Objectives
- Essential Questions
- Text Selection – Text Complexity
- Academic and Content Vocabulary
- Learning Activities
- Differentiation
- Assessments
- Extension activities

Library Document # 1

THE BIG IDEA

How governments today
originated through ancient
Greek city-states



Office of English Language Acquisition Services

READING STANDARDS

Reading Standards for Literacy in History/Social Studies 6-12

■ RH 9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

■ RH 9-10.4

Determine the meaning of words and phrases as they are used in a text.

English Language Proficiency Standards Stage V (9-12) Reading

■ V-R-2:LI-13

LI-13: applying knowledge of word order (i.e., syntax) to confirm decoding of content area text.

■ V-R-2:LI-4

LI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text.

■ V-R-2:LI-8

LI-8: summarizing the main idea (*explicit or implicit*) and supporting details in text.

■ V-R-2:LI-14

LI-14: drawing conclusions from information implied or inferred in a literary selection.

■ V-R-2:LI-35

LI-35: explaining different elements of figurative language, including simile, metaphor, and personification in a literary selection.



Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Composite Result: Basic *AZELLA Date:			
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:		
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes		Y N		
*Reading	*60 minutes	Mrs. Estrella History	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> Y </div> N	(V-R-2:LI-13) <u>Reading-Decoding</u> . Applying knowledge of word order (i.e., syntax) to confirm decoding of content area text. (V-R-4:LI-4) <u>Reading-Comprehending Text</u> . Answering literal, inferential, prediction, evaluation, and/or personal response questions about text. (V-R-4:LI-8) <u>Reading-Comprehending Text</u> . Summarizing the main idea (explicit or implicit) and supporting details in text. (V-R-4:LI-14) <u>Reading-Comprehending Text</u> . Drawing conclusions from information implied or inferred in a literary selection. (V-R-4:LI-35) <u>Reading-Comprehending Text</u> . Explaining different elements of figurative language, including simile, metaphor, and personification in a literary selection.	10/2012

ELL LANGUAGE OBJECTIVES

Students will be able to...

- analyze and summarize informational text through deconstruction of key concepts to deduce meaning. (V-R-4: LI-8)
- infer the connection between the text(s) and relevance to modern society (metaphorical connections). (V-R-4: LI-35)
- unravel or analyze archaic/complex syntactical structures. (V-R-2: LI-13)

ESSENTIAL QUESTIONS

- How do Socrates and his disciples derive their rationale for the structure of government and warfare?
- What are the components of an effective household?
- How does the ancient Greek household reflect the structure of governmental units?
- How do harmonious relationships contribute to social order and productivity?

- *The Economist* by Xenophon:
translated by H. G. Dakyns
- *World History: Patterns of Interaction*
(McDougal Littell, 2007, Ch. 5)

TEXT COMPLEXITY



Grade Band	CCR Lexile Band
9-10	1050L -1335L

Library Document # 16

The Economist by Xenophon 1220L

<http://www.lexile.com/fab/>

<http://www.corestandards.org/assets/AppendixA.pdf>



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STRATEGIES

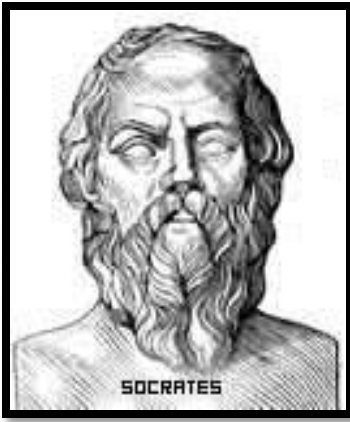
English Language Development Strategies in Social Studies

- 1. Pre-teach Reading Assignments**
- 2. Use of Context Clues**
- 3. Word Banks**
- 5. Teacher Lecture and Student Note Taking**
- 6. Role Playing**
- 7. Primary Source Material and Artifacts**
- 8. Jigsaw Learning**
- 9. Graphic Organizers**
- 10. Analogies**

Library Document # 6

ANTICIPATORY SET GOALS

- Tap into students' banks of prior knowledge.
- Preview key concepts for text-to-self connections.
- Provide lead-in to the primary source.
- Lay foundation for metaphorical connections to the origins of government as well as to modern life.



ANTICIPATORY SET Prompts

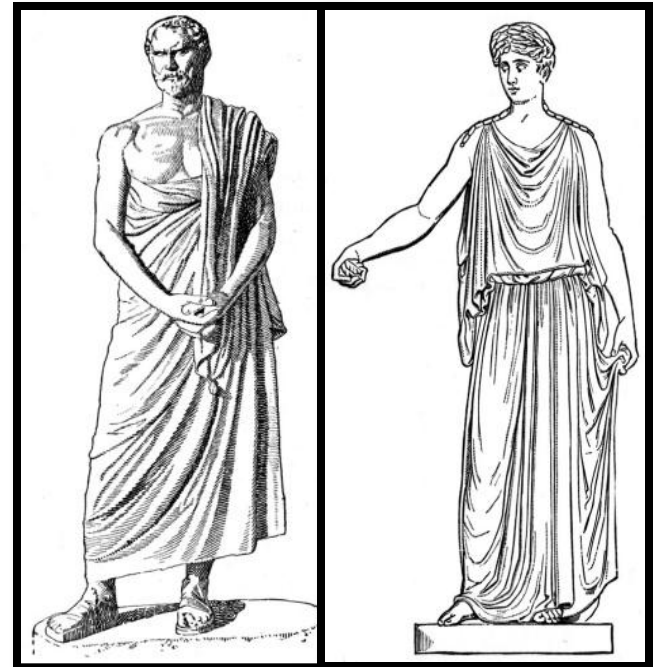
My City-State: Rules and Roles

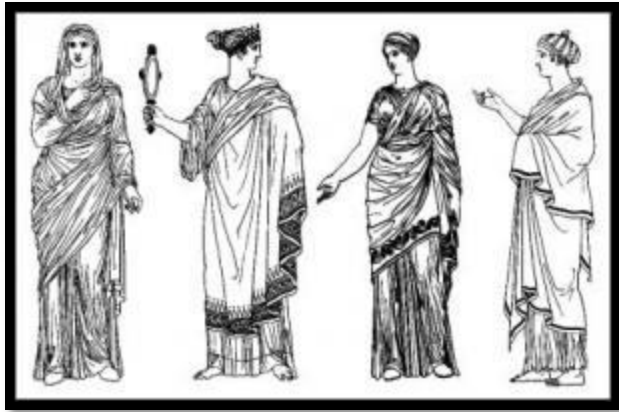
1. What do you know about Socrates? After you remember all you can, use personal or classroom resources to find out more.

2. Who makes the rules in your family? Who enforces the rules? Do you agree with these roles? Why or why not?

3. If you get married, what chores and responsibilities should the husband accept? The wife?

4. Look at these pictures of a typical Greek couple. What advantages does this type of clothing provide the wearer? Disadvantages? Why do you think the ancient Greeks chose this style of dress?





Ancient Greece 1700 B.C.-146 B.C.
Drapery, wool, linen, and patterned fabric were worn. Hair was bleached, teeth were cleaned, cosmetics were used, and people were very body conscious and worked out.

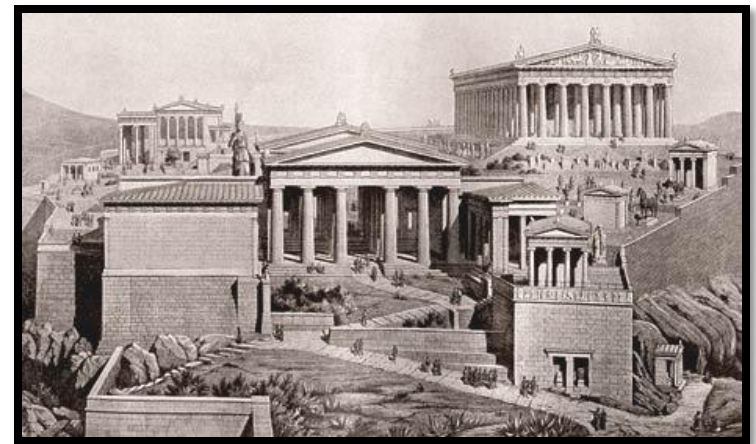
5. Look at the picture (left) and read the caption below it. What do you find interesting, curious, or surprising? Why?

6. In any workplace, what responsibilities does the boss have toward his employees? What responsibilities do employees have toward their boss? Describe a typical relationship.

7. What is true beauty? What responsibilities do we have to develop our own physical beauty? How much focus on appearance and/or physical fitness is too much?

8. What does this picture (right) tell you about the ancient Greek way of life?

9. What rights do wealthy people enjoy over those who are not so fortunate? If you were to become richer, would you feel the need to be obvious about your financial success? Explain.



QUESTION MATRIX

What Are/Is	When Are/Is	Where Are/Is	Which Are/Is	Who Are/Is	Why Are/Is	How Are/Is
What Did/Do/Does	When Did/Do/Does	Where Did/Do/Does	Which Did/Do/Does	Who Did/Do/Does	Why Did/Do/Does	How Did/Do/Does
What Can/Could	When Can/Could	Where Can/Could	Which Can/Could	Who Can/Could	Why Can/Could	How Can/Could
What Would/Should	When Would/Should	Where Would/Should	Which Would/Should	Who Would/Should	Why Would/Should	How Would/Should
What Will	When Will	Where Will	Which Will	Who Will	Why Will	How Will
What May Might Must	When May Might Must	Where May Might Must	Which May Might Must	Who May Might Must	Why May Might Must	How May Might Must

QUESTION RATING

- Rate the questions from the Anticipatory Set for questions in #2 and #5:
 - 4 -Questions that are open-ended and have more than one answer (most likely why and how)
 - 3 -Questions that require students to analyze information or provide an explanation
 - 2 -Questions that require the student to identify, recall or locate
 - 1 -Questions that could be answered with a one word response

POLL QUESTION

2. Who makes the rules in your family? Who enforces the rules? Do you agree with these roles? Why or why not?

What rating did you give the question “Do you agree with these roles? Why or why not?” in #2?

FOR ANY READING LESSON

Consider:

- First read - Teacher reads text in its entirety
 - providing the student with his/her own copy of the text to follow along
- Second read - modeling think-alouds
 - interactions within the text book
 - make notes
 - highlighting
 - use of sticky notes
- Third read – discussions in small groups or pairs, summary of text



ELPS INTEGRATION INTO LESSON

- analyze and summarize informational text through deconstruction of key concepts to deduce meaning. (V-R-4: LI-8)

The Economist by Xenophon
“A Treatise on the Science of the Household”

Key Points

Book VII

Book IX Pt. 1

Book IX Pt. 2

Book X Pt. 1

Book X Pt. 2

Write one summary paragraph for all portions that were read. (Include **Main Idea**, **Key Details**, and **Opinion Statement**.)

Rubric

Key Points

3 6 9 12 15

Summary

MI: 1 2 3 4

KD: 1 2 3

OS: 1 2 3

Modeling a Think-Aloud Strategy

Ischomachus has just related to Socrates the enthusiasm his wife showed about learning of the intricacies of running a household.

Now that I have read this portion, I am going to look at parts I found confusing or meaningful.

Who is Hera, and why does Socrates mention her here?

So (continued Socrates), when I heard his wife had made this answer, I exclaimed: By Hera, Ischomachus, a brave and masculine intelligence the lady has, as you describe her.

Hera is the queen of the Greek gods. Maybe Socrates is complimenting the wife by this, or maybe this is an oath of sorts.

Modeling a Think-Aloud Strategy

Who is Hera, and why does Socrates mention her here?

So (continued Socrates), when I heard his wife had made this answer, I exclaimed: By Hera, Ischomachus, a brave and masculine intelligence the lady has, as you describe her.

Why masculine?

Hera is the queen of the Greek gods. Maybe Socrates is complimenting the wife by this, or maybe this is an oath of sorts.

This seems to show a prejudice against women(?) But in context with "brave," Socrates seems to be speaking favorably.

Modeling a Think-Aloud Strategy

Who is Hera, and why does Socrates mention her here?

So (continued Socrates), when I heard his wife had made this answer, I exclaimed: By Hera, Ischomachus, a brave and masculine intelligence the lady has, as you describe her.

Why masculine?

This sentence seems a bit mixed up. How would I say this today?

Hera is the queen of the Greek gods. Maybe Socrates is complimenting the wife by this, or maybe this is an oath of sorts.

This seems to show a prejudice against women(?) But in context with "brave," Socrates seems to be speaking favorably.

The lady has a brave and masculine intelligence. We usually start with the subject.

Modeling a Think-Aloud Strategy

I've never seen this word before. I know that *narrate* means to tell a story. It sounds as if he is going to tell Socrates more stories of his wife. Maybe it means *going to*. I had better check the dictionary.

(To which Ischomachus [replied]) Yes, Socrates, and I would fain narrate some other instances of like large-mindedness on her part: shown in the readiness with

I don't think this means the same thing as saying a prayer

hed to my wishes.

What is Socrates saying here?

What sort of thing? Socrates asked. Do, pray, tell me, since I would far more gladly learn about a living woman's virtues than that Zeuxis should show me the portrait of the loveliest woman he has painted.

I don't know who this is, but I can figure it out from the sentence.

Fain means *willingly*. The dictionary says this word is "archaic." I checked that word, too, and it means *ancient*. It's not surprising that I don't know that word.

Pray means *please*. That makes sense. Another old-fashioned word.

Zeuxis must be an artist who paints portraits of beautiful women.

Paraphrase: I'd rather hear more about your virtuous wife than look at pictures of beautiful women. This is more important.

GUIDED PRACTICE

Now it's your turn.
Read the passage on the
next slide. Make note of
text pointers....

- unfamiliar vocabulary
- context clues to aid in comprehension of unfamiliar words
- uncommon syntax (word order)
- questions about the text
- connections to self, to world, to previous text

Modeling a Think-Aloud Strategy

Whereupon Ischomachus proceeded to narrate as follows: I must tell you, Socrates, I one day noticed she was much enamelled with white lead, no doubt to enhance the natural whiteness of her skin; she had rouged herself with alkanet profusely, doubtless to give more colour to her cheeks than truth would warrant; she was wearing high-heeled shoes, in order to seem taller than she was by nature.

Accordingly I put to her this question: "Tell me, my wife, would you esteem me a less lovable co-partner in our wealth, were I to show you how our fortune stands exactly, without boasting of unreal possessions or concealing what we really have? Or would you prefer that I should try to cheat you with exaggeration, exhibiting false money to you, or sham necklaces, or flaunting purples which will lose their colour, stating they are genuine the while?"

Did you consider these ideas?

Whereupon Ischomachus proceeded to narrate as follows: I must tell you, Socrates, I one day noticed she was much **enamelled** with white lead, no doubt to enhance the natural whiteness of her skin; she had rouged herself with **alkanet** profusely, doubtless to give more **colour** to her cheeks than truth would warrant; she was **wearing high-heeled shoes**, in order to seem taller than she was by nature.

Accordingly he put her this question: "Tell me, my friend, would you esteem me a less lovable co-partner in our wealth, **were I to show you** how our fortune stands exactly, without **boasting** of unreal possessions or concealing what we really have? Or would you prefer that I should try to cheat you with exaggeration, exhibiting false money to you, or **sham** necklaces, or **flaunting purples** which will lose their colour, stating they are genuine the while?"

What is the base word here? Where have you seen the word *enamel*?

What context clues can you use to learn what alkanet is?

Why is this word spelled with a "u" here?

How would we probably say this?

What is Ischomachus' point in this paragraph? How might this relate to the government metaphor?

Why purple?

Does this surprise you?

A thorough Text Pointer might look like this:

Whereupon Ischomachus proceeded to narrate as follows: I must tell you, Socrates, I one day noticed she was much **enamelled** with white lead, no doubt to enhance the natural whiteness of her skin; she had rouged herself with **alkanet** profusely, doubtless to give more **colour** to her cheeks than truth would warrant; she was **wearing high-heeled shoes**, in order to seem taller than she was by nature.

Accordingly I put to her this question: "Tell me, my wife, would you esteem me a less lovable co-partner in our wealth, **were I to show you** how our fortune stands exactly, without **boasting** of unreal possessions or concealing what we really have? Or would you prefer that I should try to cheat you with exaggeration, exhibiting false money to you, or **sham** necklaces, or **flaunting purples** which will lose their colour, stating they are genuine the while?"

Enamel reminds me of paint. Probably like make-up here.

alkanet: context of "whiteness of skin," "rouged," and "give more color": suggests a product used to make for rosy cheeks

colour: I know the British include a "u" in color and honor and such.

High-heeled shoes???? I never imagined that!

We would say, "If I were to show you" or "If I showed you"

Boasting and flaunting mean showing off.

Purple is often used to signify royalty.

sham = fake

Wouldn't you prefer that I am honest with you rather than pretending to be more than I am? Governments have an obligation to be honest also. (Most of the time???)

SMALL GROUP DISCUSSION

- After groups have completed their Text Pointers, groups will share their results.
- ELLs benefit greatly from seeing and hearing at the same time when possible; consider projecting text with an LCD projector, overhead transparency, document reader, or even chalkboard.
- Students will record key content points for each section of the text on Tree Organizer.
- Student will synthesize these notes into a summary of the entire text, to be submitted as a summative assessment.

SUMMARIZE

After completing Book X, we move to the summary phase.

- What are the most important ideas presented in this section?
- Taken together what is the author's main point? (This will start your summary.)
- Students will individually complete a summary at the bottom of the Text Pointers document. Pre-Emergent, Emergent, and Basic ELLs may require scaffolding to complete this task.

Did you write something like this?

Book X Summary

Ischomachus shows his wife that honesty and openness are very desirable traits in the relationship between a husband and wife. A wife should not try to present herself as other than she is. A husband should not pretend to have more than he does. Love should not hide under pretense.

(Note: Perhaps Ischomachus is also talking in metaphor about the honesty and reality that is necessary between leaders and subordinates in order to live in harmony.)

The Economist by Xenophon
“A Treatise on the Science of the Household”

Key Points

Book VII

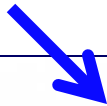
Book IX Pt. 1

Book IX Pt. 2

Book X Pt. 1

Book X Pt. 2

Write one summary paragraph for all portions that were read. (Include **Main Idea**, **Key Details**, and **Opinion Statement**.)



Rubric

Key Points

3 6 9 12 15

Summary

MI: 1 2 3 4

KD: 1 2 3

OS: 1 2 3

LESSON ASSESSMENT

- Completion of Text Pointers graphic organizer
- Completion of Tree Organizer (rubric included)
 - Key Points
 - Independent written summary synthesizing entire text

Rubric					
<u>Key Points</u>					
	3	6	9	12	15
<u>Summary</u>					
MI:	1	2	3	4	
KD:	1	2	3		
OS:	1	2	3		

ELPS INTEGRATION INTO LESSON

- unravel or analyze archaic/complex syntactical structures. (V-R-2: LI-13)



Student Worksheet: SENTENCE SHUFFLE

The Economist's sentences are lengthy and convoluted. The word order causes pause for even the most experienced reader, so all students will find the Sentence Shuffle challenging.

- Model the procedure described by unscrambling any very simple sentence *before* previewing the directions.
- Two worksheets are provided, one “foundations” level and one “challenge” level
- Some variation in syntax is likely and should be validated, but inverted or complicated sentence construction is typical of the text.
- Share results through small groups or whole class demonstrations.

Student Worksheet:

SENTENCE SHUFFLE

Consider providing a short lesson to review basic syntax rules as it assists with reading comprehension.

- Find words with capital letters. One will be the first word in the sentence. Others will be proper nouns (names).
- Names, other nouns, and pronouns could be the subject(s) of the sentence.
- Very long sentences may include more than one clause, each containing its own subject and verb.
- Prepositional phrases and other word groups could describe subjects, nouns, pronouns, and verbs.
- Commas separate words and groups of words.
- Note: Periods in the scramble are arbitrarily placed to make this more complex. To scaffold for lower proficiency students, place punctuation in proper location.
- The video for this methodology (syntax surgery) is located on our website.



It's Greek to Me!

Sentence Shuffler

Directions:

1. Below are five scrambled up sentences; all of the words are out of order.
2. Work on scrambled sentences one at a time.
3. Use 3x5 index cards or cut out scrap pieces of paper for each word and punctuation.
4. Rearrange words by moving your cards/scraps around until the sentence makes sense.
5. Think about grammar and punctuation rules as you work.
6. Write corrected sentences under their scrambled form.

Practice Sentences follow...

It's Greek to Me!

Sentence Shuffler

Now it's your
turn.

Shuffle one or both... then check

Challenge yourself...

trained she exercise food sort, she of enjoy her,
and vigorous in If health, complexion her this in
would in truth be would lovelier. herself grow

Go easy on yourself...

would her vigorous in enjoy
food grow health She . and

It's Greek to Me!

Sentence Shuffler

How did you do?

Challenge yourself...

If she trained herself in exercise of this sort, she would enjoy her food, grow vigorous in health, and her complexion would in truth be lovelier.

Go easy on yourself...

She would enjoy her food
and grow vigorous in health.

ELPS INTEGRATION INTO LESSON

- infer the connection between the text(s) and relevance to modern society (metaphorical connections). (V-R-4: LI-35)

Student Worksheet:

FOCUS ON METAPHOR

Of course, the analogy between the economy of households and governments establishes a pervasive metaphor.

- Remind students of the economy metaphor.
- Tell them that they will focus on developing metaphors based on personal reflections to show relevance to modern connections.
- Analyzing meaning from the text's detailed quotes will help comprehension for ELLs and struggling readers.
- Once meaning is clear, individuals will complete the worksheet with their own idiosyncratic interpretations.

Student Worksheet: FOCUS ON METAPHOR

- Two worksheets are provided, one “bare bones” level and one “challenge” level (Library Document 14)
- Directions for completion are identical for either variation.



Focus on Metaphor

Directions:

1. For each of the following excerpts from *The Economist*, explain the literal meaning. What exactly is Ischomachus saying to his wife and/or Socrates?
2. Next, draw an analogy to modern-day life. What metaphor can you generate that connects the passage to your world.

Example:

Text: But the greatest joy of all will be to prove yourself my better; to make me your faithful follower.

Meaning: Ischomachus tells his wife that he welcomes the day when she is his superior, and he is her disciple.

Modern Metaphor: Parents and mentors strive to teach or guide their children or pupils so well that one day these young people surpass or outperform their teachers.

Metaphor Practice follows...

Focus on Metaphor

Humility?

Challenge yourself

Tell me, my wife, would you esteem me a less lovable co-partner in our wealth, were I to show you how our fortune stands exactly, without boasting of unreal possessions or concealing what we really have? Or would you prefer that I should try to cheat you with exaggeration, exhibiting false money to you...? (Book X)

Meaning:

Metaphor:

Braggadocio?

Modification

Should I try to cheat you with exaggeration, exhibiting false money to you...? (Book X)

Meaning:

Metaphor:

EXTENDED LEARNING LESSONS

Lesson Plan identifies many extended learning opportunities, such as:

- Create a dictionary of the archaic/formal language
- Re-enact this conversation in a modern setting and language.
- Continue your research on Socrates and design a PowerPoint to share your findings with the class.

LESSON CLOSURE

- Re-visit the Essential Questions. Discuss.
- Present (printed or projected) the “war paragraph” from *The Economist* Book VIII. (This passage appears among your excerpted documents.) In discussion, think-pair-share, or written response, use this topic as a segue to a subsequent unit on Sparta/war/military.



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CONTACT US

Tammara Ragsdale
Education Program Specialist – OELAS
Tammara.Ragsdale@azed.gov

Secily Downes
Education Program Specialist – OELAS
Secily.Downes@azed.gov

