



MAKING SENSE OF ILLPS & SOCIAL STUDIES

2

Objectives:

- Review the ILLP with a focus on the completion and implementation of Attachment A
- Select performance indicators from the English Language Proficiency Standards: **Reading Domain** that connect to social studies lessons/instruction in the secondary classroom
- Learn instructional strategies on how to support English Language Learners (on an ILLP) in the in a social studies classroom (through the Reading allocation)

3

Required ILLP Documentation

There are THREE required documents that must be completed.

1. Individual Language Learner Plan (ILLP) Document
2. Attachment A
3. Attachment B

Document Library has the ILLP Guidance Document , which contains these 3 forms.
Also, available on the OELAS website.

4

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Overall Proficiency Level: *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		Y N		
*Writing	*60 minutes		Y N		
*Grammar	*60 minutes		Y N		

Revised: June 2013 * Indicates required information to be included in file. Original Document placed in student's cumulative file. ** Indicates if content Highly Qualified / specify content area Copy to identified ILLP classroom teacher(s)

5

ILLP Team

At the end each of quarter or grading period...

- The team will review and revise the goals in the ILLP(s).
- The team may choose to change the responsibility of the allocations based on schedule changes or long term plans.

Quarter (Grading Period) 1	
Language Arts	Grammar
Math	Oral English Conversation/Vocabulary
Science	Writing
Social Studies	Reading

6

Attachment A

- This document is completed and signed by all teachers responsible for instruction on the ILLP
- English Language Proficiency Standards and Performance Indicators must be identified for each time allocation.
 - ✓ It is recommended that each ILLP area address four to five Performance Indicators selected for each quarter
 - ✓ Goal should be achievement of Performance Indicators at the High Intermediate proficiency level
 - ✓ The result of a collaborative effort between teachers on the ILLP
- Document the ELPS from Attachment A that are being used to differentiate instruction.
 - ✓ Document in lesson plans or elsewhere in the classroom
 - ✓ Document daily or weekly
 - ✓ Use coding and write out the Performance Indicator

Social Studies Standards

Social Studies Standard Articulated by Grade Level
Strand 1: American History

Concept 1: Research Skills for History
Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively, students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelationships of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, where applicable.

High School
PO 1. Interpret historical data employed in maps, graphs, tables, charts, and geographic time scales.
PO 2. Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).
PO 3. Formulate questions that can be answered by historical study and research.
PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data.
PO 5. Evaluate primary and secondary sources for: <ul style="list-style-type: none"> a. authors' main points b. purpose and perspective c. facts vs. opinions d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective) e. credibility and validity
PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.
PO 7. Compare present events with past events: <ul style="list-style-type: none"> a. cause and effect b. change over time c. different points of view

L.E. (abbreviation for that it) precedes a specific list of items in which all of the items should be used; i.e. examples will be used in a testing situation. An asterisk (*) indicates that the examples provided are optional; other examples may be appropriate but not included. A # indicates that the example may be used in a testing situation. **Standard performance objectives** – a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Arizona Department of Education
Standards Based Teaching and Learning

Adopted 9/26/08
Updated 5/22/08

2. AZCCR Reading Standards for Literacy in History/Social Studies

PO 5. Evaluate primary and secondary sources for:
a. authors' main points
b. purpose and perspective
c. facts vs. opinion

What am I teaching this quarter/grading period?

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Time Allocations for all Grades and All Proficiency Levels

Time Allocation	Oral English/ Conversation AND Vocabulary	Grammar	Writing	Reading
	60 minutes	60 minutes	60 minutes	60 minutes
Standards to Use	Listening & Speaking Domain AND Language Strand Standard 2 -Vocabulary	Language Strand Standard 1 -Standard English Conventions	Writing Domain	Reading Domain

Stages (Grade Band)

- ▶ ELL I corresponds to Kindergarten
- ▶ ELL II corresponds to grades 1-2
- ▶ ELL III corresponds to grades 3-5
- ▶ ELL IV corresponds to grades 6-8
- ▶ ELL V corresponds to grades 9-12

Organization

Stage → ELL Stage V: Grades 9-12

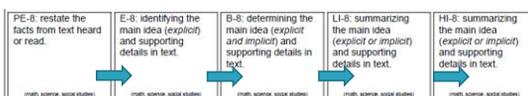
Standard ← Reading → Domain / Strand

	Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Concept Comprehending Fiction/Non-Fiction	1 PE-3: predicting text content using prior knowledge and text features. (e.g. illustrations, titles, topic sentences, key words)	E-3: predicting text content using prior knowledge and text features. (e.g. illustrations, titles, topic sentences, key words)	B-3: formulating and confirming predictions about text for accuracy.	LI-3: formulating and confirming predictions about text for accuracy.	HI-3: formulating and confirming predictions about text for accuracy.
	PE-4: answering yes/no questions about text heard or read with support.	E-4: answering literal questions about text (e.g., who, what, when, where, and where)	B-4: answering literal questions about text (e.g., who, what, when, where, and how)	LI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text.	HI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text.
	PE-5: N/A Pre-Req. PE-4	E-5: generating clarifying questions about text.	B-5: generating clarifying questions.	LI-5: generating clarifying questions.	HI-5: generating clarifying questions.

Performance Indicators

Progression of Skills

- Progression of Skills across Proficiency Levels
 - Complexity of task
 - Varied level of teacher support



Content areas of Math, Science, and Social Studies are referenced where the specific Performance Indicator lends itself well to using these materials.

Citing the Standards

- The *Reading Domain* suggested coding.

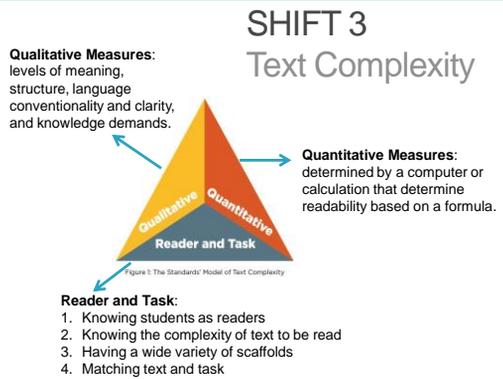
Stage - Domain/Strand - Standard # :PI

		ELL Stage V: Grades 9-12				
		Domain / Strand		Reading		
		Standard 4: The student will demonstrate knowledge of reading comprehension by...				
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text Fiction/Non-Fiction	PE-3: predicting text content using prior knowledge and text features (e.g. illustrations, titles, topic sentences, key words)	E-3: predicting text content using prior knowledge and text features (e.g. illustrations, titles, topic sentences, key words)	B-3: formulating and confirming predictions about text for accuracy	LI-3: formulating and confirming predictions about text for accuracy	HI-3: formulating and confirming predictions about text for accuracy	
	PE-4: answering yes/no questions about text (read or read with support)	E-4: answering literal questions about text (e.g. who, what, when, where, and why)	B-4: answering literal questions about text (e.g. who, what, when, where, and why)	LI-4: answering literal questions about text (e.g. who, what, when, where, and why)	HI-4: answering literal questions about text (e.g. who, what, when, where, and why)	
	PE-5: NA	E-5: generating questions about text	B-5: generating clarifying questions	LI-5: generating clarifying questions	HI-5: generating clarifying questions	

Stage - Domain/Strand - Standard # :PI

6 Shifts in Literacy

Shift 1	PK-5 – Balancing Informational and Literary Text (50% informational text – science and social studies emphasis)
Shift 2	6-12 – Building Knowledge in the Disciplines (Content teachers outside ELA emphasize literacy experiences)
Shift 3	Staircase of Complexity (Grade-appropriate complex text and knowing when and how much to scaffold for students)
Shift 4	Text-based Answers (Conversations are dependent on a common text. Teachers ask text-dependent questions and value evidence)
Shift 5	Writing from Sources (Writing emphasizes use of evidence to inform or make an argument)
Shift 6	Academic Vocabulary (Building students' ability to access complex text)



Literacy Shifts

6-12 – Building Knowledge in the Disciplines	Stage V Reading V-R-4:HI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text. V-R-4:HI-7: explaining connections made to text while reading. (<i>text-to-text, text-to-self, and text-to-world</i>) V-R-4:HI-8: summarizing the main idea (<i>explicit or implicit</i>) and supporting details in text.
Staircase of Complexity	
Text-based Answers	
Academic Vocabulary	

In your group discuss ways we could use the Performance Indicator to scaffold for ELLs and still meet the rigor of the shifts.

What does it look like in my Social Studies classroom?

Print Concepts	
Phonemic Awareness & Decoding	
Fluency	
Comprehending Text	

3. ELPS

Which ELPS encompass the social studies concepts?

Stage IV AZCCRS Literacy and ELPS Connection

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - IV.4-RI-3: generating and confirming predictions about text for accuracy
 - IV.4-RI-4: answering literal, inferential and personal response questions about text
 - IV.4-RI-5: generating writing questions about text
 - IV.4-RI-7: connecting information and events in texts to life experiences and to related and source (text-to-self, text-to-text)
 - IV.4-RI-8: summarizing the main idea and supporting details from text using academic vocabulary
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - IV.4-RI-5: summarizing the main idea and supporting details from text using academic vocabulary
 - IV.4-RI-12: determining the author's stated or implied purpose (e.g., to inform, to persuade, to entertain)
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - IV.4-RI-7: connecting information and events in text to life experiences and to related and source (text-to-self, text-to-text)

Stage V AZCCRS Literacy and ELPS Connection

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - V.4-RI-3: formulating and confirming predictions about text for accuracy
 - V.4-RI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text
 - V.4-RI-5: generating writing questions
 - V.4-RI-7: explaining connections made to text while reading (text-to-text, text-to-self, and text-to-world)
 - V.4-RI-8: summarizing the main idea (explicit or implicit) and supporting details in text
 - V.4-RI-12: distinguishing fact from opinion and bias in persuasive text by providing supporting evidence
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - V.4-RI-5: summarizing the main idea (explicit or implicit) and supporting details in text
 - V.4-RI-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain)
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Differentiating for ELLs



Implementing the ILLP

Lesson Planning Template in Document Library

- **Arizona Social Studies Standard:**
 - High School - S3C2, PO4
 - Strand 3:** Civics/Government
 - Concept 2:** Structure of Government
 - PO 4:** Describe the steps leading to the adoption of the Constitution
- **AZCCRS Reading Literacy in History/Social Studies, Science, and Technical Subjects**
 - 11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
- **ELP Standards**
 - V-R-4-HI-9: locating sequential/ chronological order signal words in text.
 - V-R-4-HI-8: summarizing the main idea (explicit or implicit) and supporting details in text.
- **ELL Strategies**
 - Context Clues
 - Pre-Teach Reading

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name: Charlie Brown	*SAIS ID #: 1234567	*AZELLA Overall Proficiency Level: Intermediate *AZELLA Date: 02/16/2014			
*ILLP Teacher Signature/Date: Mr. Howard	*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
Reading	*60 minutes	Mr. Howard	Y N	V-R-4-HI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text. V-R-4-HI-7: explaining connections made to text while reading, (text-to-text, text-to-self, and text-to-world) V-R-4-HI-8: summarizing the main idea (explicit or implicit) and supporting details in text. V-R-4-HI-21: applying understanding of content area vocabulary within math, science, and social studies texts. V-R-4-HI-32: distinguishing fact from opinion and bias in persuasive text by providing supporting evidence.	10/17/14

ELL Strategies in Social Studies

What are some ways I can support English language development in the social studies?

- Pre-Teach Reading
- Context Clues
- Word Banks
- Rehearsal Strategies
- Lecture and Note-Taking
- Role Playing
- Artifacts
- Jigsaw
- Graphic Organizers
- Analogies

More detailed information in ILLP Guidance Document in Document Library

Implementing the ILLP

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 - V-R-4-HI-8: summarizing the main idea (explicit or implicit) and supporting details in text.
- **ELL Strategies**
 - Context Clues
 - Pre-Teach Reading

Sample Lesson

Students will close read and annotate the text, identifying signal words in the text.

To the People of the State of New York:
The two great points of difference between a Democracy and a Republic are, first, the delegation of the Government, in the latter, to a small number of citizens elected by the rest; secondly, the greater number of citizens, and greater sphere of country, over which the latter may be extended.
The effect of the first difference is, on the one hand to refine and the public views, by passing them through the medium of a chosen body of citizens, whose wisdom may best discern the true interest of their country, and whose patriotism and love of justice, will be least likely to sacrifice it...

ELL Strategy: Context Clues
V-R-4-HI-9: locating sequential/ chronological order signal words in text.

• ELL Strategy

• Pre-Teach Reading

Provide background information on:

- Madison,
- Federalists, and
- ratification debate

Closing

S2 C8 PO 4. Describe the following events leading to the Allied victory: d. atomic bombing of Hiroshima

Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

HARRY S. TRUMAN'S ANNOUNCEMENT OF THE DROPPING OF AN ATOMIC BOMB ON HIROSHIMA

Address to the Nation, August 6, 1945

"Sixteen hours ago an American airplane dropped one bomb on Hiroshima, an important Japanese Army base.

It is an atomic bomb. It is a harnessing of the basic power of the universe. The force from which the sun draws its power has been loosed against those who brought war to the Far East...

Your Turn

- Identify an ELP Performance indicator using the Literacy and ELP Connection document
- Select a strategy posted on the wall and explain how you could use it to scaffold the instruction for the ELL

3. ELPS



http://www.azed.gov/



Social Studies Resources

ADE Social Studies page



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