Can You Hear Me Now?

Expressive Language: Speaking & Writing for English Learners
Grades 6-8

https://www.youtube.com/watch?v=givqXzmrZo
Presentation Overview

- Introduction
- Laws and Court Cases
- Terms to Know
- Resources for lesson planning
- Language Domains
- BICS and CALP
- Language Objectives
- Language Learning Strategies for Speaking and Writing
Same Does NOT mean Equal!

Lau v. Nichols
(US Supreme Court Decision 1974)
Equitable Access to Education

Its all about the program!
Castañeda vs. Pickard
(5th Cir. 1981 648 F.2d 989 (US COURT OF APPEALS))
Sound Theory and Research, Implementation, Evaluation

ALL IN Folks!
Plyler v. Doe
(U.S. Supreme Court Decision 1982)
Chilling Effect, Registration Process

Every Student Succeeds Act of 2015 (ESSA)
- High academic standards for all students
- Monitor exited ELs for four years (accountability)
- ELs language proficiency and academic achievement are more fully integrated into accountability and assessment

Title VI Civil Rights Act of 1964
No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Laws and Court Cases
Terms to Know

- EL – English Learner
- ESL – English as a Second Language (program)
- ELD – English Language Development (program)
- L-TEL – Long-Term English Learner
- SIFE – Students with Limited Formal Education
- L1 – Native Language
- L2 – Second Language
Resources

- CCRS
- WIDA Standards
- Key Uses Can Do Descriptors
## Language Domains

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Process, understand, interpret and evaluate spoken language in a variety of situations</td>
</tr>
<tr>
<td>Speaking</td>
<td>Engage in oral communication in a variety of situations for a variety of purposes and audiences</td>
</tr>
<tr>
<td>Reading</td>
<td>Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency</td>
</tr>
<tr>
<td>Writing</td>
<td>Engage in written communication in a variety of situations for a variety of purposes and audiences</td>
</tr>
</tbody>
</table>
Input
Understanding Language

Listening
Reading

Output
Producing Language

Speaking
Writing
English Language Development Standards

Social & Instructional Language
Language of Language Arts
Language of Mathematics
Language of Science
Language of Social Studies

Academic Language
In addition to the WIDA standards, the Alabama CCRS states:

- The Alabama CCRS standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects.

- Literacy standards for Grade 6 and above are based on teachers of ALL SUBJECTS using their content-area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

- It is important to note that the Grades 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

http://web.alsde.edu/general/ALCCS_Alabama_English_Language_Arts_Course_of_Study.pdf (pg. 1)
WiDA™ Language Proficiency Levels

1. **Entering**: words and pictures
2. **Emerging**: simple sentences
3. **Developing**: simple paragraph
4. **Expanding**: paragraph
5. **Bridging**: extended passages
6. **Reaching**: support
<table>
<thead>
<tr>
<th>Level</th>
<th>Students at this level generally can</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>use English to communicate orally and participate in all academic classes, for example:</td>
</tr>
<tr>
<td></td>
<td>• React and respond to multiple points of view</td>
</tr>
<tr>
<td></td>
<td>• Organize and present research-based information</td>
</tr>
<tr>
<td></td>
<td>• Clarify how or why something happens</td>
</tr>
<tr>
<td></td>
<td>• Persuade others based on opinions, examples and reasons</td>
</tr>
<tr>
<td>5</td>
<td>use English to communicate orally and participate in all academic classes, for example:</td>
</tr>
<tr>
<td></td>
<td>• Discuss the causes and impact of events</td>
</tr>
<tr>
<td></td>
<td>• Summarize and relate information</td>
</tr>
<tr>
<td></td>
<td>• Present and justify ideas showing how or why</td>
</tr>
<tr>
<td></td>
<td>• Express and defend opinions backed by examples and reasons</td>
</tr>
<tr>
<td>4</td>
<td>communicate orally in English using language related to specific topics in school and can participate in class discussions, for example:</td>
</tr>
<tr>
<td></td>
<td>• Compare stories, issues, concepts</td>
</tr>
<tr>
<td></td>
<td>• Paraphrase and summarize information</td>
</tr>
<tr>
<td></td>
<td>• State ideas to show how or why with examples</td>
</tr>
<tr>
<td></td>
<td>• Give opinions supported by detailed reasons</td>
</tr>
<tr>
<td>3</td>
<td>communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example:</td>
</tr>
<tr>
<td></td>
<td>• Relate stories or events</td>
</tr>
<tr>
<td></td>
<td>• Share ideas and provide details</td>
</tr>
<tr>
<td></td>
<td>• Describe processes or procedures</td>
</tr>
<tr>
<td></td>
<td>• Give opinions with reasons</td>
</tr>
<tr>
<td>2</td>
<td>communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:</td>
</tr>
<tr>
<td></td>
<td>• Share about what, when, or where something happened</td>
</tr>
<tr>
<td></td>
<td>• Compare objects, people, pictures, events</td>
</tr>
<tr>
<td></td>
<td>• Describe steps in cycles or processes</td>
</tr>
<tr>
<td></td>
<td>• Express opinions</td>
</tr>
<tr>
<td>1</td>
<td>communicate orally in English using gestures and language that may contain a few words, for example:</td>
</tr>
<tr>
<td></td>
<td>• Ask and answer simple questions about what, when, or where something happened</td>
</tr>
<tr>
<td></td>
<td>• Name familiar objects, people, pictures</td>
</tr>
<tr>
<td></td>
<td>• Show how to solve problems using words and gestures</td>
</tr>
<tr>
<td></td>
<td>• Express personal preferences</td>
</tr>
</tbody>
</table>

Interpretive Guide for Score Reports

https://www.wida.us/assessment/ACCESS20.aspx#scoring
<table>
<thead>
<tr>
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</table>
| 6     | Communicate in writing in English using language from all academic classes, for example:  
        - Produce clearly organized commentaries and editorials on various issues  
        - Elaborate narratives with rich, descriptive language and complex organization  
        - Create formal written reports on a variety of issues, ideas and information  
        - Produce well organized persuasive essays using complex and technical language |
| 5     | Communicate in writing using language from all academic classes, for example:  
        - Create detailed opinion pieces about a variety of topics  
        - Write summaries of various types of texts  
        - Describe causes, effects and consequences of processes and events  
        - Express and defend positions supported by examples and reasons |
| 4     | Communicate in writing in English using language related to specific topics in school, for example:  
        - Produce papers describing specific ideas or concepts  
        - Narrate stories with details of people, events and situations  
        - Create explanatory text that includes details or examples  
        - Provide opinions supported by reasons with details |
| 3     | Communicate in writing in English using language related to common topics in school, for example:  
        - Describe familiar issues and events  
        - Create stories or short narratives  
        - Describe processes and procedures with some details  
        - Give opinions with reasons in a few short sentences |
| 2     | Communicate in writing in English using language related to familiar topics in school, for example:  
        - Describe ideas or concepts using phrases or short sentences  
        - Label illustrations describing what, when, or where something happened  
        - State steps in processes or procedures  
        - Express opinions about specific topics or situations |
| 1     | Communicate in writing using visuals, symbols and may contain few words in English, for example:  
        - Express ideas or concepts using text and illustrations  
        - Share personal experiences through drawings and words  
        - Label steps in processes presented in graphs or short texts  
        - State opinions or preferences through text and illustrations |
“...language is learned, not because we want to talk or read or write about language, but because we want to talk and read and write about the world... especially for children, language is the medium of our interpersonal relationships, the medium of our mental life, the medium of learning about the world” (Cazden, 1977, p. 42)
Basic Interpersonal Communication Skills vs. Cognitive Academic Language Proficiency

(Basics) vs. (Cognitive Academic Language Proficiency)

BICS
Social Language
1-2 YEARS

CALP
Academic Language
5-7 YEARS

(Cummins, 1979)
ACTIVITY: Pass the Pencil

- Write your first name at the top of the paper.
- Write one thing that intrigued you about the first few slides.
- Pass your paper to the left.
- Write one thing that you already knew from the first few slides.
- Pass your paper to the left.
- Write something that you want to know more about.
- Pass the paper back to its owner.
- Share and Discuss.
What's happening?
<table>
<thead>
<tr>
<th>Standard</th>
<th>Abbreviation</th>
</tr>
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<tbody>
<tr>
<td><strong>English Language Proficiency Standard 1</strong></td>
<td><strong>Social and Instructional language</strong></td>
</tr>
<tr>
<td>English language learners <strong>communicate for Social and Instructional purposes within the school setting</strong></td>
<td></td>
</tr>
<tr>
<td><strong>English Language Proficiency Standard 2</strong></td>
<td><strong>The language of Language Arts</strong></td>
</tr>
<tr>
<td>English language learners <strong>communicate</strong> information, ideas and concepts necessary for academic success in the content area of <strong>Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td><strong>English Language Proficiency Standard 3</strong></td>
<td><strong>The language of Mathematics</strong></td>
</tr>
<tr>
<td>English language learners <strong>communicate</strong> information, ideas and concepts necessary for academic success in the content area of <strong>Mathematics</strong></td>
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</tr>
<tr>
<td><strong>English Language Proficiency Standard 4</strong></td>
<td><strong>The language of Science</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>English Language Proficiency Standard 5</strong></td>
<td><strong>The language of Social Studies</strong></td>
</tr>
<tr>
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When you plan your lessons, what language development concerns will you address?

<table>
<thead>
<tr>
<th>Language Objectives Verbs</th>
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<tbody>
<tr>
<td>Retell</td>
</tr>
<tr>
<td>Summarize</td>
</tr>
<tr>
<td>Discuss</td>
</tr>
<tr>
<td>Share</td>
</tr>
<tr>
<td>Tell</td>
</tr>
<tr>
<td>Persuade</td>
</tr>
<tr>
<td>Argue</td>
</tr>
<tr>
<td>Report</td>
</tr>
<tr>
<td>Recite</td>
</tr>
<tr>
<td>Describe</td>
</tr>
<tr>
<td>Comment</td>
</tr>
<tr>
<td>Answer</td>
</tr>
<tr>
<td>Explain</td>
</tr>
<tr>
<td>Sing</td>
</tr>
<tr>
<td>Echo</td>
</tr>
<tr>
<td>Repeat</td>
</tr>
<tr>
<td>Read aloud</td>
</tr>
<tr>
<td>Present</td>
</tr>
<tr>
<td>Talk</td>
</tr>
<tr>
<td>Say</td>
</tr>
<tr>
<td>Whisper</td>
</tr>
<tr>
<td>Chant</td>
</tr>
<tr>
<td>Announce</td>
</tr>
<tr>
<td>Ask</td>
</tr>
</tbody>
</table>
Creating Language Objectives for Writing

When you plan your lessons, what language development concerns will you address?

Language Objectives Verbs

- Write
- Draw
- Copy
- Compare
- Contrast
- Draft
- Type
- Label
- Edit
- Sort
- Summarize

- Fill in
- Illustrate
- Color
- Record
- Collect
- Graph
- Diagram
- Create
- Make
- Print
Proficiency Level 1
Expressive Language

- Pictorial and graphic representation of language
- Sporadic words, phrases
- Memorized chunks of language
Proficiency Level 1

Speaking – students at this level generally can...

- Communicate orally in English using gestures and language that may contain a few words, for example:

  • Ask and answer simple questions about what, when, or where something happened

  • Name familiar objects, people, pictures

  • Show how to solve problems using words and gestures

  • Express personal preferences
Proficiency Level 1

- **Writing** – students at this level generally can...
- **Communicate** in writing using visual, symbols and may contain few words in English, for example:
  - Express ideas or concepts using text and illustrations
  - Share personal experiences through drawings and words
  - Label steps in processes presented in graphs or short texts
  - State opinions or preferences through text and illustrations
Proficiency Level 2
Expressive Language

- Words and expressions
- Short, often repetitive sentences
- Relay a generalized meaning of the communication
Proficiency Level 2

Speaking – students at this level generally can...

Communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:

- **Share** about what, when, or where something happened
- **Compare** objects, people, pictures, events
- **Describe** steps in cycles or processes
- **Express** opinions
Proficiency Level 2

Writing – students at this level generally can...

Communicate in writing in English using language related to familiar topics in school, for example:

- **Describe** ideas or concepts using phrases or short sentences
- **Label** illustrations describing what, when, or where something happened
- **State** steps in processes or procedures
- **Express** opinion about specific topics or situations

If you could have superpowers, which would you choose? Why?

Change the weather: from summer to being cold.
Social Media Writing
Proficiency Level 3
Expressive Language

• Includes a sense of register and genre
• Some sentence variety and length
• Specialized academic vocabulary related to content
Proficiency Level 3

Speaking – students at this level generally can...

Communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example:

- **Relate** stories or events
- **Share** ideas and provide details
- **Describe** processes or procedures
- **Give** opinions with reasons
Proficiency Level 3

Writing – students at this level generally can...

Communicate in writing in English using language related to common topics in school, for example:

- **Describe** familiar issues and events
- **Create** stories or short narratives
- **Describe** processes and procedures with some details
- **Give** opinions with reasons in a few short sentences
Proficiency Level 4
Expressive Language

• Organized language that flows, includes several registers and genres
• Variety of sentence structures
• Range of specialized academic vocabulary related to content area topics

Nazi Concentration Camps were one of the most cruel and disturbing things ever in mankind.

They took anyone who did not fit the perfect ract that Hitler wanted (Blonde hair, Blue eyes).

Gottlieb p. 49
Proficiency Level 4

Speaking – students at this level generally can...

Communicate orally in English using language related to specific topics in school and can participate in class discussions, for example:

- **Compare** stories, issues, concepts
- **Paraphrase** and **summarize** information
- **State** ideas to show how or why with examples
- **Give** opinions supported by detailed reasons
I will have to pick Camila’s approach since Ali’s approach is just using his head to find out the answer but it won’t give him a positive answer since the beans isn’t in an easy layer its all scattered around. But Camila’s approach sounds right and it seems that she had used this c.g. calculations to solve her problems. Also Camila’s has more step than Ali’s does. It is also the Camila’s did hers on paper and Ali did his in his head which will be hard to remember a lot of things.

Proficiency Level 4

Writing – students at this level generally can...

Communicate in writing in English using language related to specific topics in school, for example:

- **Produce** papers describing specific ideas or concepts
- **Narrate** stories with details of people, events and situations
- **Create** explanatory text that includes details or examples
- **Provide** opinions supported by reasons with details
<table>
<thead>
<tr>
<th>CCRS Standards</th>
<th>WIDA Standard</th>
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<tr>
<td>• ELA2015 (8) 23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [W.8.4]</td>
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| • ELA2015 (8) 38. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.8.3] | • ELD Standard 1 – English language learners communicate for Social and Instructional purposes within the school setting.  
• ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.  
• ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. |

**Content Objective/Learning Target**

- **Discuss** photo, orally answer questions and **write** a descriptive caption for the photo.  
- **Label** timeline and place photos in the correct sequence on the frame.

**Language Objective/Target**

- Use oral language to **discuss** photo and answer questions. **Write** about photo using graphic organizer, sentence/paragraph frames, and visual vocabulary.  
- **Label** timeline and place photos on appropriate time frame using graphic organizer, sentence/paragraph frames, and visual vocabulary.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 41</th>
</tr>
</thead>
</table>
| 1. **Analyze** photograph, use L1, words, or pictures to **discuss** and **write** responses to questions, **write** caption to **describe** the photo.  
2. Label timeline of Anne Frank’s life using L1, words or pictures  
Supports: Sentence frames, paragraph frames, visual vocabulary, graphic organizers | 1. **Analyze** photograph, use L1, words, phrases, pictures, or short sentences to **discuss** and **write** responses to questions, **write** caption to **describe** the photo.  
2. Label timeline of Anne Frank’s life using L1, words, phrases, or short sentences.  
Supports: Sentence frames, paragraph frames, visual vocabulary, graphic organizers | 1. **Analyze** photograph, use sentences to **discuss** and **write** responses to questions, **write** caption to **describe** the photo.  
2. Label timeline of Anne Frank’s life using sentences or short paragraphs  
Supports: Paragraph frames, visual vocabulary, graphic organizers | 1. **Analyze** photograph, use sentences to **discuss** and **write** responses to questions, **write** caption to **describe** the photo.  
2. Label timeline of Anne Frank’s life using short paragraphs  
Supports: Visual vocabulary, graphic organizers |
## Diary of Anne Frank

<table>
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</table>
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• ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**.  
• ELD Standard 5 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies**. |

<table>
<thead>
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<th>Content Objective/Learning Target</th>
<th>Language Objective/Target</th>
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</table>
| • **Discuss** photo, orally answer questions and **write** a descriptive caption for the photo.  
• **Label** timeline and place photos in the correct sequence on the frame. | • Use oral language to **discuss** photo and answer questions. **Write** about photo using **graphic organizer**, **sentence/paragraph frames**, and **visual vocabulary**.  
• **Label** timeline and place photos on appropriate time frame using **graphic organizer**, **sentence/paragraph frames**, and **visual vocabulary**. |
<table>
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2. Label timeline of Anne Frank’s life using short paragraphs. |

Supports: Sentence frames, paragraph frames, visual vocabulary, graphic organizers  
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Supports: Paragraph frames, visual vocabulary, graphic organizers  
Supports: Visual vocabulary, graphic organizers
Interpreting a Photo

Study the photograph a minute or two, discuss, then answer the questions on chart paper. Write the caption on chart paper at the indicated English language proficiency level.

https://www.youtube.com/watch?v=8of3uhG1tCI
and _______ were separated.

**Proficiency Level 1**

**How Many?**

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objects</strong></td>
<td>When?</td>
<td>Where?</td>
<td></td>
</tr>
</tbody>
</table>

**Proficiency Level 2**

[Table with images of people and objects]
June 12, 1929

Anneliese Marie, or Anne, is born in Frankfurt, Germany.

Anna nace en Frankfurt, Alemania.
The Secret Annex

Secret Annex Today
https://www.google.nl/maps/@52.3754035,4.8840018,3a,75y,135.81h,95.14t/data=!3m6!1e1!3m4!1sVf2eljHm6mOWgPZTVPDf5Q!2e0!7i13312!8i6656?hl=nl
Living in Hiding

Anne Frank

Physical/Character Traits:
- determined
- empathetic and kind
- reflective

How does this character change over time?
- knows how to be independent but wants to stay with family
- adoptive to the harsh life in hiding
- understands other characters better

What challenges does this character face?
- written from the outside world
- never a time of great change for Anne
- "torture"

Otto Frank

Physical/Character Traits:

How does this character change over time?

What challenges does this character face?
- responsible
- need to take care of his family

Mrs. Frank

Physical/Character Traits:

How do this character interact with the main character?

What challenges do these characters face?
- need to be independent

Margot Frank

Physical/Character Traits:

How does this character interact with the main character?

What challenges does this character face?
- strong
- need to be independent

Peter Van Daan

Physical/Character Traits:

How does this character interact with the main character?

What challenges does this character face?
- need to be independent

Mr. Van Daan

Physical/Character Traits:

How does this character interact with the main character?

What challenges does this character face?
- strong
- need to be independent

Mrs. Van Daan

Physical/Character Traits:

How does this character interact with the main character?

What challenges does this character face?
- strong
- need to be independent

Miep

Physical/Character Traits:

How does this character interact with the main character?

What challenges does this character face?
- strong
- need to be independent

Mr. Dussel

Physical/Character Traits:

How does this character interact with the main character?

What challenges does this character face?
- strong
- need to be independent
ACTIVITY

- Read the **Abstract from the Diary of Anne Frank**.
- List things Jewish people could do inside the star.
- List things Jewish people could NOT do on the outside points.
- Categorize the “CAN’T DO” small triangles into forms of restrictions or limitations (i.e. sports, travel, leisure, chores, religious affiliation). 5.
- Fill in the interior of the star and the surrounding sections with examples in the text.

http://novelinks.org/uploads/Novels/TheDiaryOfAnneFrank/Graphic%20Organizer.pdf

**Abstract**

Saturday 20 June 1942

After May 1940, the good times were few and far between: first there was the war, then the capitulation and then the arrival of the Germans, which is when the trouble started for the Jews. Our freedom was severely restricted by a series of anti-Jewish decrees: Jews were required to wear a yellow star; Jews were required to turn in their bicycles; Jews were forbidden to use trams; Jews were forbidden to ride in cars, even their own; Jews were required to do their shopping between 3.00 and 5.00pm; Jews were required to frequent only Jewish-owned barbershops and beauty salons; Jews were forbidden to be out on the streets between 8.00pm and 6.00am; Jews were forbidden to go to theatres, cinemas or any other forms of entertainment; Jews were forbidden to use swimming pools, tennis courts, hockey fields or any other athletic fields; Jews were forbidden to rowing; Jews were forbidden to take part in any athletic activity in public; Jews were forbidden to sit in their gardens or those of their friends after 8.00pm; Jews were forbidden to visit Christians in their homes; Jews were required to attend Jewish schools, etc. You couldn’t do this and you couldn’t do that, but life went on.
• Consider the star graphic organizer.
• Your group has a **Can Do chart** with your student’s proficiency levels highlighted.
• Look at your **Speaking and Writing Performance Level Descriptors**.
• As a group, decide what kind of resources you will need to help your student complete this assignment.
• List your ideas and share.
The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12

http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies
Activity

Groups will draw either a speaking or writing strategy and demonstrate how they would use it in class.
Anne Frank began writing in her diary on June 12th, 1942. Anne Frank would write quite consistently throughout the war with her final entry on August 1st, 1944 before her arrest.

The Diary of Anne Frank is written by Anne in her diary that she nicknamed "Kitty" during her two-year period of hiding during World War II.

The majority of Anne Frank's diary was written while in hiding at her father Otto Frank's business, located at Prinsengracht 263 in Amsterdam. Amsterdam was under Nazi occupation for the majority of the time Anne wrote in her diary.

When Was The Document Created?

Anne Frank
(1929 - 1945)

Where Was The Document Created?

Anne Frank Huis

Who Created The Document?

The Diary of Anne Frank is a significant historical document in World History, due to its firsthand account of the Holocaust and its impact on humanity. The diary serves as a powerful reminder of the horrors of war and the resilience of the human spirit.

The Diary of Anne Frank has become an incredibly significant document in World History. This document has allowed millions to read about World War II and the Holocaust and the hope that we can learn from the past. This document has the power to teach us how we can stand up against injustice and work towards a better future.
What will your Legacy be?
Pass the Pencil
Resources

- ALEX (Alabama Learning Exchange) – https://www.alex.state.al.us/browseEnglish.php
- Anne Frank Timeline – http://teacher.scholastic.com/frank/diary.htm
- Secret Annex - https://www.google.nl/maps/@52.3754035,4.8840018,3a,75y,135.81h,95.14t/data=!3m6!1e1!3m4!1sVf2eIjHm6mOWgPZTVPDf5Q!2e0!7i13312!8i6656?hl=nl
- WIDA – www.wida.us