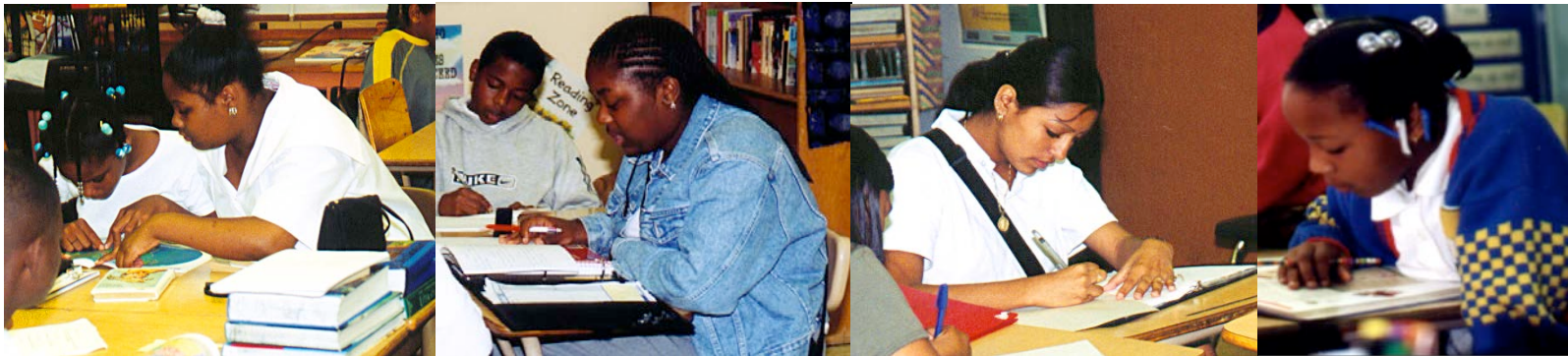


ELEMENTARY MELD INSTRUCTION GUIDE
MAINSTREAM ENGLISH LANGUAGE DEVELOPMENT
LESSONS AND ACTIVITIES FOR STANDARD ENGLISH LEARNERS



Successful Strategies for Teaching Standard English Learners
TEACHER SUPPORT TOOL

ACKNOWLEDGEMENTS

The Los Angeles Unified School District's Office of Academic English Mastery and Proficiency Plus would like to acknowledge the initial work of Dr. Noma LeMoine, Dr. Sharroky Hollie, Anthony Jackson, and Carlos Barrón for their development of the draft version of the Mainstream English Language Development Handbook. Since then, the Academic English Mastery-Proficiency Plus staff have revised the structure of the MELD Handbook and further developed it into the Elementary MELD Instructional Guide and the Secondary MELD Instructional Guide. These two instructional guides support and structure the implementation of Mainstream English Language Development for Standard English Learners.

ACKNOWLEDGEMENT OF WRITERS, REVIEWERS, AND CONTRIBUTORS

We acknowledge the individuals below for their role in developing the Mainstream English Language Development Instructional Guides:

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Other Acknowledgements

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Overview

Who are SELs?

SELs are students for whom Standard English is not native and who need to acquire the language and literacy of school, i.e., Standard English and Academic English. Historically speaking, the American school system has had great difficulty serving the needs of SELs. As a group who are classified as “English-Only” speakers, these students have the dubious distinction of having the lowest achievement scores on standardized tests, the highest dropout and failure rates, and the most difficulty accessing the core curriculum. In order to effectively educate this population, educators must have an understanding of the students' language and culture, a knowledge of the instructional methodologies that facilitate language acquisition and literacy development, plus an appreciation of the rich experiences and funds of knowledge that SELs bring to the learning environment.

Academic language, literacy, and effective communication skills are the acknowledged gatekeepers to post-secondary educational opportunities and career success. If SELs are to meet the rigorous standards set by the State and the District, they must be provided with a responsive instructional program and educational environment that takes into consideration their learning styles and strengths. This instructional guide represents the Academic English Mastery Program's effort to assure that SELs will be provided with such opportunities to learn so that they may reach their full potential.

What is Academic English?

Academic English is a language that occurs with high frequency in academic texts and is a register used in academic discourse. Academic English is comprised of a specialized vocabulary that is particularly useful within academic contexts. As an acknowledged gatekeeper, it is critical that SELs achieve mastery of academic English in order to access core curricula.

What is MELD?

MELD or Mainstream English Language Development refers to instructional accommodations that support SELs with the development of listening, speaking, reading, and writing in Standard English and academic English. MELD instruction is based on linguistic and second language methodology research, which speaks to the most effective practices for the academic achievement of SELs. MELD time is the time in which teachers structure their instruction to accommodate the particular linguistic and language issues that apply to these students. AEMP recommends 30-45 minutes per day for MELD instruction.

What is the MELD Instructional Guide?

The specific purpose of the MELD Instructional Guide is to support and structure the implementation of *Mainstream English Language Development for Standard English Learners*. In keeping with the best practices for culturally responsive teaching and learning, the scope and sequence of Units 1-4 were intentionally designed to be descriptive rather than prescriptive. The unit structure provides the necessary sequence that MELD instruction requires along with suggested lessons and activities that allow for teacher creativity and professional knowledge to enhance the learning.

This Instructional Guide is divided into two sections. Section one is comprised of four MELD units which contain lessons based upon the INTO, THROUGH, and BEYOND planning model. Section two is comprised of a series of hands-on activities created by the very best of AEMP teachers. Many of the activities address specific lesson objectives from Open Court Reading. All of the contents are standards-based and were developed by the Academic English Mastery Program, an instructional model that is designed to address the language, literacy, and learning needs of Standard English Learners.

TABLE OF CONTENTS

Acknowledgements.....	2
Overview	3
Contents	5

1 Introducing MELD in the Classroom- Mainstream English Language Development Instructional Units

Unit 1: Linguistic and Cultural Diversity.....	6
Unit 2: Language Variation and Characteristic Linguistic Features of Home Language.....	28
Unit 3: Language Use for Effective Communication.....	46
Unit 4: Use of Academic English in Oral and Written Language.....	64

2 Mainstream English Language Development Activities

Contents.....	75
References and Recommended Readings.....	113



Introducing MELD in the Classroom: Mainstream English Language Development Instructional Units

Unit 1: Linguistic and Cultural Diversity

Unit I

Linguistic and Cultural Diversity

This unit combines four instructional focal points designed to build students' knowledge of diverse languages and cultures from around the world, in the United States, and in their community. This knowledge then becomes a prelude to a greater awareness and appreciation for their home languages and cultures.

- Acquire knowledge of and develop appreciation for linguistic and cultural diversity
- Acquire an awareness and appreciation of home language and culture
- Develop an awareness of and appreciation for languages and cultures in the school and local community
- Demonstrate an awareness and appreciation of diverse languages and cultures from around the world

***All AEMP lessons and activities are standards-based. All English/Language Arts and Social Studies state standards are aligned with the AEMP benchmarks.**

Please see the AEMP Instructional Framework for this comprehensive alignment.

Languages spoken around the world

Languages spoken in the United States

Languages spoken in the school and the local community

Languages spoken in my home

Unit 1

Linguistic and Cultural Diversity

Lesson A

I. Languages and Cultures Around the World

INTO

Quick-talk(s) about culturally diverse people and places

1. Select pictures, posters, or magazine cut outs of people and places from diverse cultures. Engage students in a discussion as to who these people are, the places that they come from, and the languages that they speak.
2. Use the projector, the chalkboard or butcher paper to chart their responses. Ask the students: Describe the picture. What does it show What land do the people seem to be from? Describe the environment. What language do they speak?
3. Guide students through a discussion of the world map. Point out the various components of the map i.e. four oceans, seven continents, the four directions. Explain that people live on different continents of the world and that they speak different languages and have different cultural practices. Have them contemplate the different lifestyles of people from various regions of the world. For example, they can contemplate the differences in dress of those who live on the continent of Antarctica versus those who live on the continent of Africa.

THROUGH

Read literature about culturally diverse people and places

1. Read and discuss stories about culturally diverse people and places.
2. Have students discuss the differences in dress, speech, and daily activities of the people that they see.
3. Have students describe the different objects, artworks, and artifacts that are illustrated.

Suggested Literature: A Is For Africa by Ifeoma Onyefulu
A is For the America's by Cynthia Chin-Lee
Homes Around The World by Deborah Eaton

Unit 1

Linguistic and Cultural Diversity

BEYOND

What can the students find? Send the students out on a culture search

1. Have Students use magazines, calendars, travel brochures, and such to create a mural/collage of culturally diverse people and places.
2. Narrative Writing: Responding to the question "What Do You See" students generate sentences and or paragraphs to describe the people and places that they have seen as a result of viewing the pictures shown and books read during the INTO and THROUGH activities. For upper elementary students, they can create a poster board display about a particular culture, describing where the people live, foods, clothes, spiritual beliefs, and languages.

Additional Instructional Activities to support this lesson

- Point out to students that the universal elements of culture among ancient societies, including language, institutions, beliefs and behaviors are evident through the descendants of enslaved Africans, Mexican Americans, and immigrants from around the world. Based on the grade level of the students, the teacher may utilize any number of the following strategies to introduce the concept to students-
- Guide the students' comprehension process by utilizing advanced graphic organizers (Thinking Maps, clusters, outlines, KWL charts, T-Charts, etc...)
- Expose younger students to objects, artwork, or artifacts from another country and have them hypothesize the significance or purpose of each
- Encourage younger children to repeat/recite poems, nursery rhymes, verses and songs from other cultures
- Involve younger students in the storytelling of folktales from around the world
- Use the advanced graphic organizers, study guides, etc..., to activate and extend the background knowledge of students. For example, provide students with the T-Chart graphic organizers and have them work in collaborative groups to generate a list of languages and their countries of origin. Follow this up with an instructional conversation about language diversity

- Involve students in an instructional conversation about the universal elements of culture among ancient societies and how they are evidenced by African Americans, Mexican American, and other cultural groups in the U.S. For example, in celebrations like El Dia de los Muertos in Mexican American culture; use of headwear in African American culture (scarves, wraps, skull caps, etc...); and worship in African American and Mexican American cultures (call and response, veneration of the Virgin de Guadalupe-Tonantzín, to name a few
- Expose students to music, literature, poetry, artwork, and artifacts from other cultures
- Engage students in various activities involving a study of people, cultures, languages, or events by creating dialogue for plays; using information in literature in literature, poetry, artwork, and artifacts from other cultures
- Direct student research on language and culture using a variety of resources and reference materials, such as: atlases, Cuil, Google, Wikipedia, almanacs, encyclopedias, texts, books, newspapers, and magazines
- Provide instruction to students on how to paraphrase information found in reference materials regarding culture and language
- Develop students' use of interviewing techniques to find out about a language and culture
- Solicit information from students who have lived in or visited another country

Materials and Resources

Videos (Africa, Asia, Europe, North America, South America, and Central America), embassies, libraries, museums, Internet, encyclopedias, texts, books, advanced graphic organizers, documentaries, photographs, pictures, maps, primary and secondary sources, documents, ledgers, television, poetry, music, art, and artifacts.

Unit 1

Linguistic and Cultural Diversity

Lesson B

II. Languages and Cultures in the United States

INTO

How People Came To The United States of America

1. Discuss with students the concepts of migration and immigration.
2. Explain that the majority of people who live in America came to this country from other places in the world.
3. Explain that people who came here from other places spoke different languages and held different cultural practices.
Elaborate on the "immigration status" of the SELs.
4. Explain that some people came here on their own, but that others (Africans) were forced to come to this land, and that the people who first lived here (Native Americans and Mexicans) were invaded or conquered (Shade, 1997).

THROUGH

1. Read literature about how different groups of people came to the United States.
2. Read and discuss stories about how different groups of people came to the United States
3. Use the literature to facilitate a discussion analyzing the different languages that the groups spoke and the different cultural practices that each held. Also use the literature to assist with accentuating differences in the way that culturally different people look, dress, and the types of food that they eat.

Suggested Literature: 1621: A New Look at Thanksgiving by Grace, Catherine O'Neill and Marge Bruchac
New Hope by Henri Sorensen
A Place Called Freedom by Scott Russell Sanders
The Upside Down Boy/El Niño de Cabeza by Juan Felipe Herrera
How My Family Lives in America by Susan Kukilh
Come Home With Me by Jenness Aylette

BEYOND

How did your family come to America? How did America come to your family? Where does your family live in America? What are some family activities?

1. Create a family tree or a family chart detailing the members of their family and where various members came from and or live.
2. Create a storyboard: How does your family live in America? Storyboard should illustrate 4-6 scenes of family interactions. Students should write sentences explaining what each scene depicts.
3. Expository Writing: Report on Famous Americans. Students read biographies about famous Americans. Students write a report about the person noting the ancestral origin, and cultural orientations of the person, and his/her accomplishments. Open Court Support: Focus on Writing

LESSON C

II. Languages and Cultures in the United States (upper elementary)

INTO

Since its inception, immigration has played a tremendous role in the development of North American culture. This continues to affect the linguistic, cultural, and institutional development of our society and the new generations of "Americans" who reside in the United States. The following lesson, developed around the specific immigration of one ethnic population will entertain the diversity of language, culture, and race resulting from both the affirming and harmful elements associated with this social phenomenon-assimilation/acculturation.

1. Discuss the concept of immigration. Entertain a critical discussion about legal immigration and "illegal immigration". Ask the students to discuss any personal experiences with "immigrants" or "immigration". Chart responses using a graphic organizer or Thinking Map. This can be used later for a writing project.
2. Be sure that students understand that immigration is only one way that the United States became populated and that we are examining an idea that is connected to the mainstream interpretation of nationhood and population.

3. Encourage the use of all words associated with their definition of immigration, i.e., conquest, and forced migration, enslavement. This can be used later in the form of a personal thesaurus and extended research in the population of the American continent.

THROUGH

Guided Reading: Introduce the title and author of the book *Lupita Mañana* by Patricia Beatty. New York: William Morrow Co., 1981. Summarize the book. Have the students consider some of the following items as they read the story:

- What are some reasons why anyone would leave their country, often enduring hardships to come to the United States?
- Why doesn't Salvador want Lupita to beg, and why does he throw away the coin she receives from the tourist?
- How is the life in Tijuana different from what Lupita and Salvador are used to?
- Why is Lupita disturbed by her brother's friendship with Lucio?
- Why doesn't Lupita tell her mother the truth in her letters?
- Why is Lupita called "Lupita Mañana"?

Have the student s make a chart or diagram, showing the pressures and problems that Lupita faces throughout the book.

Ask the student to find Spanish words throughout the text. In cooperative groups ask them to determine the meaning of the words from the context in which they are used. Ask them to create a Spanish /English Thesaurus.

BEYOND

1. Journal Writing: Have students write in their journals imagining themselves in the place of the characters in this selection.
2. Interviews: Have the students research and interview immigrants in their community. Ask them to construct a series of interview questions that help reveal the questions of cultural and linguistic differences.
3. Have them write in their journal again after making they interviews and sharing their findings in their class.
4. Have them choose any one of the four writing genres (persuasive, expository, descriptive or narrative) to write on the subject of immigration and how it has influenced cultural and linguistic diversity in the US.

Additional instructional activities to support this lesson

- Provide all students with opportunities to assume increased responsibility for generating high-quality discussions while listening, speaking, reading and writing in authentic learning contexts
- Help students extract the relevant and useful information from appropriate resources after skimming to locate relevant material
- Teach students to interpret, paraphrase, and summarize as they take notes to organize their paraphrased notes according to their research topics. In some cases drawing diagrams, making audio recordings, or collecting artifacts may serve as alternatives to note-taking
- Encourage students to ask parents and grandparents to show them pictures and share stories about their lives when they were children, where they lived, what work they did, what school was like, and how people traveled from place to place
- Facilitate a discussion about the various languages and cultures found in the fifty states in order to build upon students' prior knowledge
- Have students listen in order to interpret facts, evaluate ideas, and form opinions about languages and cultures in the United States
- Using a graphic organizer or Thinking Map, students compare and contrast the language, lifestyles, customs, beliefs, technologies, contributions, and family structure of a nation of people in one state to a nation of people in another state (e.g., Inuits with Navajos or to students own ethnic groups)
- Students can utilize primary and/or secondary sources to report on a language spoken by a specific group of people in a particular geographic region of the United States (e.g., the Gullah people in the Sea Islands of South Carolina)
Help students further understand linguistic differences by having them read stories from the book *The People Could Fly* by Virginia Hamilton and revise selected sentences to reflect Standard English (SE) usage
- Involve students in comparing and contrasting popular music of earlier times to contemporary popular music with an emphasis on the origin of and the language reflected in each

- Allow students to discuss where they were born, the states they have lived in or have visited, and states where they have relatives and friends. Have them discuss any awareness of language difference among the residents of the different states
- Dramatize some of the ways people spoke, lived, learned, and worked long ago (e.g., enslaved Africans; immigrant workers from Mexico)
- Expose students to books and stories about historic and contemporary African Americans, Mexican Americans, Native Americans, and Hawaiian Americans.
- Invite parents, grandparents, or relatives to school to answer questions and share information about their personal histories and experiences

Materials/Resources

Videos (*American Tongues*, *Yeah You Rite*, and *The Story of English, Do You Speak American?*), libraries, museums, internet, encyclopedias, texts, books, documentaries, audiotapes, primary and secondary sources such as people, documents, photographs, pictures, maps, slides, movies, diaries, ledgers, radio, television, literature, poetry, music, realia, art, and artifacts.

Cockroft, James D. (1995). *Latinos in the Making of the United States*. New York: Franklyn Watts; Bode, Janet. (1989). *New Kids on the Block: Oral Histories of Immigrant Teens*. New York: Franklyn Watts.

Unit 1

Linguistic and Cultural Diversity

LESSON D

III. Languages and Cultures in the School Community

INTO

Where do I fit in this world? Where do the people and places around me fit in this world?

1. Map Activity: Students view maps in the following order - a map of the solar system pointing out the planet Earth; a map of the world pointing out the continent of North America; a map of North America pointing out the state of California; a map of California pointing out the city in which the school is located as well as the neighboring cities in which the students may live.
2. Discuss with students the fact that people live all over the world, speak different languages and have different cultural practices.
3. Have students discuss the various cultural groups that live in their community. Also ask students to identify and describe the language and various practices of their own cultural group.

THROUGH

1. Read literature about culturally diverse people and how they live in their communities
2. Read and discuss stories about culturally diverse people in the community.
3. Have students discuss the differences in dress, language, and lifestyles of the people that they see.

Suggested Literature: Mathew and Tilly by Rebecca Jones
Two Mrs. Gibsons by Toyomi Igus
Everette Andersons Year by Lucille Clifton
Not Yet, Yvette by Helen Kettelman
I am Latino by Myles and Sandra Pinkney
Home at Last by Susan M. Elva

BEYOND

Cultural Group Comparisons

Comparison Chart: Students list the different cultural groups reflected in their school and community. Students identify the cultural group and note their ancestral origin and language, and one aspect about the person or culture that they like and/or think is interesting.

Cultural Group Origin	Ancestral Language
--------------------------	-----------------------

Narrative Writing: Have the students conduct an interview of a classmate or community person who is culturally different from them. Students ask questions about the persons ancestral origin and language, how his/her family came to America, the cultural beliefs and practices of their group as well as any other questions the student (or teacher) feel are relevant. Students use the information obtained from the interview to create a narrative story about the person.

LESSON E

III. Languages and Cultures in the School Community (upper elementary)

INTO

Students develop their sense of culture concurrent with their personal development. Much like language they contrast their home use of sounds and experiences against the standard in the school setting and their greater society. Yet, popular (generational) culture permeates their everyday experience and often animates their participation in daily activities. The following lesson places their unique different cultural and linguistic development in the context of an aesthetic and genre that revels and entertains in the spirit of the performing arts.

1. Have the students entertain a discussion on the varieties of language use among their peers, family, and the school setting. Try to draw analogies and meaning based upon situations and cultural proximity.
2. Encourage the common interest in gossip "chisme" inter-generational and cross-cultural.

3. Inform the students that it is their task to create a situational comedy utilizing the language of that situation and the cultural linguistic cues that breath humor and/or meaning in each scene they construct.
4. Encourage the use of a storyboard to add a visual dimension to their work and cooperative groupings to facilitate creative spontaneity.

THROUGH

1. Use videos of situational comedies and or soap operas/novelas that are popular with your student population. Have them do it with a critical eye around the elements of plot, setting, character and dialogue.
2. Use these models as comparatives to their own experiences. How similar/ dissimilar are they? Use an advanced graphic organizer for this purpose.
3. Entertain the contributions of playwrights relative to their cultural background. Invite them to research those biographies, topics and sources through Web based or library searches. Employ the personal narrative as a place of departure in developing a familiar and original script they can easily manipulated into a short situational script/skit.
4. Remind them that we are looking for cultural cues in the writing of this script. They serve as both the subject and object of this project. What interests them is often loaded with cultural and linguistic cues that draw them to the literary piece.

BEYOND

1. Have the students present their skits to the class.
2. Have each group evaluate each piece based upon a rubric grounded in the social studies and language arts standards.
3. Videotape the skits and interview the authors documenting their process and learning from this project (much like a movie with director's commentary).

Additional Instructional activities to support these lessons

- Help students to become creative and critical thinkers and effective users of ideas, and information.
- Help students develop the ability to access, evaluate, and use information from a variety of sources.

- Allow younger students to compare similarities and contrast differences between themselves and classmates of different cultural backgrounds (languages spoken, foods eaten, music listened to, family religion, customs, traditions, etc.).
- Engage students in a discussion of the different languages and cultures represented in the community, school, and the classroom. Identify the various influences these different language groups may have on the community.
- Conduct surveys to determine the various languages spoken in the school and community
- Compare and contrast the languages and cultures in the school and community.
- Instruct students to compare and contrast different languages and cultures in the classroom.
- Students conduct research in content area subjects to identify the achievements and contributions of the different cultures represented in the classroom.
- Students' develop interview skills by interviewing their parents or grandparents to find out when their families moved to the community, how the trip was made, and reason(s) for establishing residence in the community.
- Invite an older member of the neighborhood to visit the classroom to tell about the changes that have occurred and what is unchanged (e.g., languages, cultural groups, schools, businesses, etc.).
- Investigate which language is the most dominant language in the community and hypothesize why that particular language is spoken more than other languages

Materials/Resources

Videos (California and Los Angeles), photographs, aerial photographs, pictures, maps libraries, museums, internet, encyclopedias, texts, books, documentaries, graphic organizers, audiotapes, primary and secondary sources such as people, documents, ledgers, radio, television, literature, poetry, music, realia, art, and artifacts. Lori M. Carlson. (1994). Cool Salsa. Henry Holt and Company, NY; Burciaga JA. Drink Cultura. (1993). Johua Odell Editions, Santa Barbara; Zora Neale Hurston, Folklore, Memoirs, & other Writings.. Library of Congress awl/medialib/student model papers/bowen.html
<http://www.nationalgeographic.com/>

Unit 1

Linguistic and Cultural Diversity

LESSON F

IV. Languages and Culture in the Home

INTO

Quick-talk about the language and cultural practices of the home

1. Select phrases, expressions, and ways of speaking that reflect the students' home language. Ask students to share some of the phrases and expressions as well.
2. Have students identify and discuss the different cultural styles that they exhibit. For example, wearing of cornrows, various dances, piñatas, particular types of food (barbeque ribs, pan dulce etc.)

THROUGH

Reading literature about home language and culture

1. Read and discuss stories about stories and discuss or view sitcoms, which depict the students' home language and culture.
2. Have students identify and discuss cultural aspects that they personally identify with.
3. Discuss with students the importance of loving who they are and valuing the difference that they have from people in other cultural groups

Suggested Literature: Life Doesn't Frighten Me by Maya Angelou
Open Court Support Level II Book 2
An Enchanted Hair Tale by Alexis DeVeaux
Designed By God So I Must Be Special by Bonnie Sose
Jamal's Busy Day by Wade Hudson
Icy Watermelon by Mary Sue Galindo

BEYOND

I like who I am - my language, my culture, and my community.

1. Creative Writing: Students create a narrative, rap rhyme song poem or some other written/oral expression about the things that they like about themselves. Affirm the use of home language
2. What language do I speak? Have students discuss the language(s) that they speak in the home. Inquire about what make their home language different, special, and important. Explain that a student's home language is often different from that spoken in school.

LESSON G

IV. Languages and Culture in the Home

INTO

The very nature of Mexican Americans engenders the historical, cultural and racial mix of the major cultures and races of the American, African, and European continents. What better place to begin an investigation of culture than in the classrooms and living rooms of the students we teach?

1. Bring a cultural cue/artifact i.e. Sikuli (Ojo de Dios /eye of god), kente cloth, Native American artifact/sage or Conch shell to the classroom that represents the cultural backgrounds of your students.
2. Utilizing a T- graph or a KWLH chart, entertain a discussion of this object.
3. Allow for any type of answer from the student that describes the nature and cultural relevancy of this object to the students' experience.
4. Chart their responses on the K (what they know) of the KWLH chart
5. Have the students write what they would like to know (W) about the artifact/cue on post it notes. Have the students place their questions on the W portion of the KWLH chart. Read the questions on the post its out loud in order to demonstrate how we can query one another to increase our knowledge base.
6. In the example of Sikuli (El Ojo de Dios), identify the use of the Wixarika/Huichol Indian term Sikuli to establish the cultural and linguistic significance of this object.
7. Have the students write what they have learned (L) about the artifact/cue on post it notes. Have them place their post-its on the L portion of the chart.

8. Have the students write how they learned (H) about the artifact/cue on post it notes. Have them place their post-its on the H portion of the chart.

THROUGH Webquest

1. Have the students conduct a Google search of the artifacts and print out relevant information.
2. Have the students discuss and list what they have learned from their readings and or activities (cultural replications) about this cultural artifact/ cue and it's significance in their experience.
3. Have the students work in cooperative groups and have them chart and share what they have learned on the KWLH chart.
4. Based upon their research, begin a explanation of an expository essay.
5. Have them write in this genre what they have learned about the artifact.

BEYOND Show and Tell

1. Have the students pick a cultural cue/artifact from their home to share in class; but first have them interview a person or person who knows about this object.
2. Have the students construct the questions they will ask, much like the questions constructed during their "What they want to know" portion of the KWLH chart.

Some examples of interview questions might be
How is it used in your culture?

Why do you feel this object signifies your culture?

How did you acquire this artifact? Is there a personal history behind it?

How long have you had it? Or how long has it been in your family.

Does it have an equal significance or meaning in a culture outside your own?

Is it important to preserve this object for future generations?

Additional instructional activities to support these lessons

- Students will become active participants in a learning experience to which they can easily relate. Involve students in an external literacy activity that calls upon their strengths-knowledge for their own culture, literature, home language- and engages them in meaningful productions through which students gain higher literacy and awareness of their linguistic history.
- Generate a class discussion about students' home language and have them share common experiences.
- Use information provided in the Appendix to build students' knowledge about African American Language (AAL) and Mexican American Language (MxAL).
- Allow younger students to listen to folklore, stories, poems, and books on tape, literature, and music from their culture.
- Assist students with developing a family tree and write and talk about the origin of their home language.
- Use literature on a daily basis that reflects students' home life, cultural background, and language.
- Have students tape parents and grandparents speaking home language.
- Have students identify cultural aspects of art, artifacts, games, costumes, clothing, posters, pictorial histories, etc.
- Have students listen to samplings of African Languages, AAL, Spanish, MxAL, and Standard American Language (SAE) on audiotape and/or videotape.
- Use literature, students' oral and written language, audio and/or videotapes to compare and contrast AAL or MxAL to SAE.
- Assist students to begin to recognize linguistic differences between AAL or MxAL and SAE.
- Students recognize and label linguistic features of AAL and MxAL.
- Utilize role-playing in real and imagined situations that require the use of both SAE and AAL or MxAL.
- Provide a variety of situations for students to judge and select the appropriate language for effective communication.
- Engage students in an exploration of the language requirements of situations and investigate the language needs of different social contexts through multimedia resources, literature, and real-life experiences.
- Students write an essay on what can be learned from understanding one's own language and culture and from understanding the language and culture of others.

- Venn Diagrams or Double Bubble Maps to compare and contrast different languages spoken in the classroom.
- Students read and report to the class on two works of literature, one written in home language and one written in SE. Analyze the linguistic similarities and differences between the two languages.
- Write short stories, songs, poetry, raps, rhymes, and verses in home language or SE.
- Engage in small group collaborative planning sessions to formulate oral presentations in home language using voice, mood, tone, and nonverbal expressions.

Materials/Resources

Graphic Organizers, videos (*American Tongues* and *Yeah You Rite*), libraries, museums, internet, encyclopedias, texts, books, documentaries, audiotapes, primary and secondary sources such as people, documents, photographs, pictures, slides, movies, diaries, ledgers, biographies, autobiographies, radio, television, literature, poetry, music, realia, art, and artifacts, texts: Vigil, James Diego. 1998. *From Indians to Chicanos: The dynamics of Mexican-American Culture*. Waveland Press, 2nd edition, and Van Sertima, Ivan. 1976. *The African Presence in Ancient America: They Came Before Columbus*. Random House, NY

Unit 1

Linguistic and Cultural Diversity

Appendix - MELD Unit I

Building Foundational Knowledge

CULTURE

When we begin to consider culture, we are concerned with the way people live because culture is the form or pattern for living. People learn to think, feel, believe, and strive for what their culture considers proper. Language habits, friendships, eating habits, communication practices, social acts, economic activities, political activities, and technology all follow the patterns of culture.

Therefore, culture is the deposit of knowledge, experiences, beliefs, values, attitudes, meanings, hierarchies, religions, timing, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a large group of people in the course of generations through individual and group striving.

Culture manifests itself in patterns of language and in forms of activity and behaviors that act as models for both the common adaptive acts and the styles of communication that enable people to live in a society within a given geographic environment at a given state of technical development at a particular moment in time.

LANGUAGE

In the most basic sense, language is an organized, generally agreed upon, learned symbol used to represent human experiences within a geographic or cultural community. Each culture places its own individual imprint on word symbols. Objectives, events, experiences, and feelings have a particular label or name solely because a community of people have arbitrarily decided to so name them. Because language is an inexact system of symbolically representing realities, the meanings for words are subject to a wide variety of interpretations.

Language is the primary vehicle by which a culture transmits its belief, values, and norms. Language gives people a means of interacting with other members of their culture and a means of thinking. Thus, language serves both as a mechanism for communication and a guide to social reality. Language influences perceptions and transmits and helps pattern thoughts.

According to linguists (scholars who study language), there are about 6,000 languages spoken in the world today. This number does not include dialects or non-standard language varieties. Many languages are spoken only by small groups of a few hundred or a few thousand people.

There are more than 200 languages with a million speakers of these languages, 23 have about 50 million or more speakers each and they are: Arabic, Bengali, Cantonese, English, French, German, Hindi, Italian, Japanese, Javanese, Korean, Malay-Indonesian, Mandarin, Marathi, Portuguese, Punjabi, Russian, Spanish, Tamil, Telugu, Turkish, Vietnamese, and Wu.

Unit 1:Linguistic and Cultural Diversity

Appendix -Unit 1 continued

African American Language

Few would argue with the fact that the speech utilized by the majority of African Americans is different and readily distinguishable from what is referred to as standard or mainstream American English. This language—African American language—differs from Standard American English in significant ways, including how words are pronounced and how sentences are formed to carry meaning (its grammar); and in how language is used in social contexts (its pragmatic rule system). While African lexical retentions have been reported in some forms of African American Language (Turner, 1974) the majority of the vocabulary of African American Language is borrowed from English. According to the linguistic research, African American Language is systematic and rule-governed like all natural speech varieties and many of its characteristic linguistic features have been definitively identified.

The important theories on the origin and historical development of African American language can be categorized as Deficit or Difference perspectives. The Deficit theorists view the language of the descendants of enslaved Africans in America as a by-product of deficient learning. These beliefs often form the basis of negative educator attitude toward African American language. The Difference theorists—which include the Dialectologists, the Creolists, and the Ethnolinguists/Africologists—view African American language/Ebonics as a product of different cultural, linguistic, and historical influences.

The African Origin theorists maintain that Africans in Diaspora who were forcibly torn predominately from the west coast of Africa share a common system of rules that governed the languages of that region, primarily Niger Congo and some Bantu (see Alleyne, 1971; Holloway & Vass, 1993; Smith, 1977; Welmers, 1973). These Africans, transported by Europeans to the New World, brought with them a linguistic competence (an intuited knowledge of the rules) of Niger-Congo languages. Their indigenous Niger-Congo languages included Yoruba, Igbo, Hausa, Umbundu, Mandinka, Wolof, Ewe, Twi, Kimbundu, and others (see Conklin & Lourie, 1983; Holloway & Vass, 1993). Africans enslaved in Portugal came to speak a form of Ebonics known as Brazilian Creole Portuguese, Portuguese Bush Negro or Black Portuguese. Those enslaved in North America came to speak African American Language or what is referred to off the coast of the Carolinas as Geeche or Gullah.

Africans enslaved in Jamaica came to speak Patois or what is sometimes referred to as Caribbean Creole English, or Jamaican Creole. These and other Caribbean languages, according to African Origin theorists, are forms of Ebonics, Pan African Languages, or African Language systems and represent African linguistic continuity in language. In summary, the Africologists posit that African American language is a language that in deep structure is governed largely by African (Niger Congo) language rules with extensive borrowing of English language vocabulary.

According to Smitherman, (1977) African American language is used by 99% of African Americans at least some of the time. The usage of African American language among African American students—particularly in urban public school settings—is widely acknowledged and is recognized in the literature as a significant barrier to learning. The barrier, according to the research, is shaped largely by negative attitudes of educators toward the language, lack of knowledge about the structure of the language, limited knowledge of instructional methodologies that support the acquisition of school language, and by structural differences in the language itself. (See Baugh, 1999b; Berdan, 1978; Labov, 1983; Politzer & Hoover, 1976; and Smitherman, 1983).

Stokes (1976) identifies teacher's lack of awareness of linguistic research as one of the greatest barriers to language different African American students' success in school. She writes:

“Those teachers who accept these linguistic understandings are not likely to alienate their students by rejecting their language, which is an integral part of their identity and self image, on the grounds that it is wrong, bad, or otherwise inferior to their own. Instead teachers will accept the student's linguistic ability for what it is and use it as a basis for increasing the language options that are available to them, thereby stimulating their linguistic competence to more productive linguistic performance capability (p.3)

The research confirms that negative attitudes towards African American language unfavorably impact classroom practices and has negative consequences for African American SEL's access to core educational curricula.

Source: AEMP Teachers Guide To Supporting African American Standard English Learners

Unit 1

Linguistic and Cultural Diversity

Appendix-Unit I Continued

MEXICAN AMERICAN LANGUAGE-MxAL

The history of Mexican American Language, like the history of any language is the product of the collective historical experience of a people. For Chicanos, the development of the language known as Mexican American Language or Chicano English can be understood as the living spoken history of the Chicano people. Emerging from the contact between Mexican Spanish and English, Mexican American Language (MxAL) has now developed as an independent, systematic, and rule-governed language that can count itself among the various original language varieties found in the U.S.

Mexican American Language is the product of two major relexifications that took place in the history of México over the past 500 years (relexification is a term from linguistics for the mechanism by which one language changes its lexicon to that of another language). To properly understand the origin of MxAL it is important to understand the history of language contact and colonization in México. The first major relexification occurred at the time of the Spanish conquest of México where a variety of Uto-Aztecan indigenous languages were spoken. Of these Uto-Aztecan languages, the predominant language of central México was Náhuatl. Náhuatl (Ná-watl) was the indigenous language spoken by the Mexica (Aztecs) and was utilized as the administrative language throughout the Aztec Empire. After the destruction of the Aztec Empire by the Spanish and during the time of colonial rule, Mexicans learned the Spanish language in the context of their own indigenous languages. Mexican Spanish, while similar to the Spanish from Spain in terms of its comprehensibility, is distinct in that it has been influenced by the Uto-Aztecan languages, especially Náhuatl in terms of prosody, vowel reduction (preference for the consonant), and vocabulary. Thus, Mexican Spanish retains the history and distinctiveness of México in its language. This is a very important fact to consider as this applies to the development of Chicano English.

Unit 1

Linguistic and Cultural Diversity

Appendix-Unit I Continued

Having gained complete independence from Spain in 1821, México would enjoy a brief period of national influence in the territory now known as the Southwestern United States. It would be here where the second major relexification would occur as the result of war with the United States of America. In 1848 after the conclusion of the Mexican American War, México was forced to cede almost 1/2 of its territory to the U.S.A. In the ensuing settlement of former Mexican territory by Anglo-Americans, contact between speakers of Mexican Spanish and American English increased. In time, Mexicans would come to learn English as a second language and speak a variety of non-native English that could be characterized as a learner's English. This learner's English contained various patterns such as phonology, syntax, and semantics from Mexican Spanish. Within the germ of this interlanguage or learner's English, a new language would be formed and codified by the children of these English learners. This language is known as Mexican American language.

Mexican American language emerges from the linguistic setting where there is contact between Mexican Spanish and American English. Linguists describe this language a contact "dialect" because it develops independently after a period of time and begins to distinguish itself from the interlanguage of English Learners. Carmen Fought, a linguist at Pitzer College (2003) describes how this interlanguage forms the foundation of what is referred to as Chicano English:

However, particularly within the phonological component, the various non-native English patterns of the immigrants were inherited by their children, modified somewhat, and can still be seen in the new native "dialect". To a lesser degree, there may be syntactic and semantic elements that also reflect the influence of Spanish.

Mexican American Language therefore, is a non-standard language variety spoken by Chicano SELs who are **not** English Learners. Otto Santa Ana, a linguist at UCLA refers to the importance of understanding Chicano English (MxAL) as a language spoken by "native" English speakers by centering it as the linguistic competence of many Mexican American children:

Chicano English is an ethnic dialect that children acquire as they acquire English in the barrio or other ethnic social setting during their language acquisition period. Chicano English is to be distinguished from the English of second-language learners...thus defined, Chicano English is spoken only by native English speakers. (1993:15)

Interestingly, MxAL can now stand on its own as it has features that are not directly attributable to Spanish influence. Perhaps the most interesting fact about MxAL aside from the fact that it is developing on its own, is how it shares certain features with other non-standard language varieties. Given the sheer number of generational Mexican-Americans, as well as the growing size of the vast Mexican community in the U.S., the number of Chicano English speakers will continue to grow.

Source: AEMP Teachers Guide To Supporting Mexican American Standard English Learners

Unit 1

Linguistic and Cultural Diversity

Appendix-Unit 1 continued

A Sample of Languages Spoken Around The World

Afrikaans	French	Malay	Urdu
Albanian	Galician	Norwegian	Vietnamese
Arabic	German	Pidgin English	Welsh
Azerbaijani	Greek	Polish	Wolof
Basque	Guarani	Portuguese	Xhosa
Belorussian	Hawaiian	Romanian	Yiddish
Bengali	Hebrew	Russian	Yoruba
Breton	Hindi	Scottish	Zulu
Bulgarian	Hungarian	Serbian	
Catalan	Icelandic	Sign Language	
Chinese	Indonesian	Slovak	
Creole	Irish	Somali	
Croatian	Italian	Sotho	
Czech	Japanese	Spanish	
Danish	Korean	Swahili	
Dutch	Latin	Swedish	
English	Latvian	Tahitian	
Esperanto	Lithuanian	Thai	
Estonian	Luganda	Tswana	
Farsi	Luxembourgish	Turkish	
Finnish	Malagasy	Ukrainian	

Unit 1

Linguistic and Cultural Diversity

Numbers (1-10) in Selected Creoles and Pidgins

ATLANTIC

Gullah	wun	tu	tri	fo	FoiB	slks	seBm	et	noin	ten
Jamaican	wan	tuu	ch(r)ii	fuo	faiv	siks	seven	iet	nain	ten
Virgin Is.	an	tu	tri	fo	foiv	siks	sebn	et	noin	ten
Guyanese	wan	tu	tri	i for	fajv	siks	sebm	et	najn	ten
Sranantongo	wan	tu	dri	fo	feyfi	siksi	seybi	ayti	neygi	tin
Saramaccan	wán	tu	díí	fö'	feífi	síkísi	séibi	áiti	ně'igi	téni
Krio	wan	tu	tri	fo	fayv	siks	sevin	et	nayn	ten
West African	wan	tu	tri	fo	fayf	siks	seben	et	nayn	ten
Djuka	wan	tu	dii	fo	feifi	sigisi	seibi	aiti	neigi	tin
Nigerian	won	tu	tre	fo	fayv	sis	sevin	et	nayn	ten
Pitcairn	wan	tu	sri	fo	faiv	Se?ks	sebm	e.e?	nain	ten

PACIFIC

Tok Pisin	wan	tu	tri	foa	faiv	sikis	seven	et	nain	ten
Roper R.	wambala	dubala	thribala		faibala		seben		nayn	dembala
Tones Strait	wan	tu	tri	po	paib	siks	seben	eit	nain	ten
Bislama	wan	tu	tri	fo	faef	sikis	seven	eit	naen	ten
Solomon	wan	tu	tri	foa	faev	siks	seven	eit	naen	ten
Hawaiian	wan	tu	sri	po	pai(b)	sik(i)s	sebin	?eit	nain	ten

ZULU-BASED

Fanagalo	wan	tu	tri	fo	fayif	sikis	seven	eyit	nayin	ten
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Introducing MELD in the
Classroom:
Mainstream English Language
Development Instructional Units

Unit 2: Language
Variation and the
Characteristic Linguistic
Features of Home
Language

Unit 2

Language Variation and the Characteristic Linguistic Features of Home Language

This unit addresses language variation in SELs with a specific focus on variation in the phonology, grammar, and syntax of speakers of African American Language and Mexican American Language. It reinforces the concepts that all linguistic systems are fundamentally equal, rule-governed and systematic.

Instructional Focus Areas

- I. Historical Development of African American Language and Mexican American Language
- II. Phonological, Grammatical, and Syntactical Features of African American Language and Mexican American Language
- III. Contrastive Analysis
- IV. Use of the Writing Process

Unit 2

Language Variation and the Characteristic Linguistic Features of Home Language

Lesson A Part I

I. Historical Development of African American Language (mid-upper elementary)

INTO

1. Write and present a scene. Organize students in pairs/small groups and give each group a magazine photo of people involved in an activity. (These should be people of various cultures involved in a variety of different activities) Students should come up with a short dialogue to match the photo. Each group will perform the dialogue in front of the class. Give students an example before they write.
2. Discuss how and why the dialogue for each scene was written. On the overhead write down student responses focusing on their descriptions of the forms of expression, i.e. ghetto, proper, talking white, etc.
3. Complete Anticipation/Reaction guide on language

THROUGH

1. Journal Writing - Use Journal starter, "Mothers are something ain't they?"
2. Share In/Out journals.
3. Read aloud - an excerpt of "Swimming to the Top of the Rain" by Katrina Kenison.
4. Brainstorm what students know about the person in the story based on what they heard; write responses on overhead again focusing on responses that have to do with language and culture.
5. Read/perform skit - "All About AEMP." Teacher selects a few students from class to read skit on AEMP in front of the class.
6. Take notes on Mini-lesson/discussion on AEMP terms i.e. AEMP, AAL, MELD, Contrastive Analysis, SAE.
7. Complete learning logs - in journals/learning logs, students write what they have learned so far about home language and AEMP, what they still have questions about. A KWL organizer could be used for this.
8. Storytelling - Teacher as GRIOT, tells the story of African American Language. Play African/African American Music in the

background, i.e., Disc I from Harry Belafonte's The Long Road to Freedom An Anthology of Black Music or other West African Music. Utilize an AEMP lesson that includes names of tribes/languages. Have students participate in storytelling, by asking for call and response and the use of instruments and hand clapping.

9. Respond in journals/learning logs.

BEYOND

1. Read in small groups the stories/poems on the Middle Passage/Enslavement.
2. Draw/Write/Retell the story of AAL. Students choose how they want to retell what they know about AEMP/AAL They can do a timeline, a mural, a skit, a song/rap, or oral retelling.

Lesson A Part II

I. Historical Development of Mexican American Language (mid-upper elementary)

Activation of Prior Knowledge/Anticipatory Set

Learning Context: Students will be introduced to the origin of the language variety known as Mexican American Language. They will examine how this language constitutes an important part of the Mexican American cultural voice. Students will also analyze how this voice is can be positive and empowering.

INTO

Activation of Prior Knowledge/Anticipatory Set

State the objective: Students will view the “Do you Speak American” video clip on Chicano English. Students will offer examples of what they believe to be Mexican American Language in oral and written form. Students will utilize contextual contrastive analysis to explore the oral and written characteristics of Mexican American Language.

A. Set Up

- 1) Students will view a short 4 minute clip of Chicano English from the documentary “Do You Speak American”. The video can be accessed from: <http://www.pbs.org/speak/seatosea/americanvarieties/chicano/#> or from the video itself.
- 2) Students will be given the suggested topics to facilitate a short conversation: 1) Tell me what you like best about your friends; 2) What kinds of things do you like to do afterschool?; 3) Do you think that boys lie more than girls?
- 3) Students will form groups of two and share their thoughts. Students will carry on their short conversations in different areas to reduce noise and facilitate transcription
- 4) Student partners will transcribe the conversations attempting to write the language down as it is without editing.
- 5) Students will share examples of their transcriptions.
- 6) Anonymous student examples will be analyzed to identify possible MxAL features on a chart, overhead, or lcd projector. The rules for each feature will be discussed.

THROUGH

State the Objective: Students will view a PowerPoint or sequenced flow map presentation on the origin and development of Mexican American Language. Students will explore the connection between Náhuatl, Mexican Spanish, and Mexican American Language. See MELD Instructional Guide Unit I Appendix for history of MxAL; Teachers Guide To Supporting Mexican American Standard English Learners; and Chicano English in Context by Carmen Fought.

Activity 1: Students will view a portion of the history of Mexican American Language that demonstrates the importance that the Náhuatl language plays in the linguistic continuity of Mexican Spanish and Mexican American Language.

Activity 2: Students will pair up in groups of two to carry on a sample conversation in Náhuatl-the language of the Aztec Empire. Students will accomplish this by utilizing the Náhuatl conversation template. See appendix for Unit 2.

Activity 3: Students will examine a word list that shows Náhuatl vocabulary that is still used by Mexican Americans today. Students will volunteer other examples of possible Náhuatl words that they know. Teacher will call attention to the fact that home language often utilizes Mexican Spanish words and that MxAL sounds the way it does because of the intonation pattern (prosody) of Náhuatl . See appendix for Unit 2

Activity 4: Students will listen to a sample of Mexican American Language and read a transcription of a student retelling of a story. The teacher will lead the students in identifying specific linguistic features of Mexican American Language. Students will use their MxAL MELD Matrix to identify the features.

BEYOND

State the Objective: Students will read excerpts of the culturally relevant story entitled It Doesn't Have to Be This Way by Luis Rodriguez. Students will examine the importance that MxAL plays in this story. Pose the following question: how would the story sound if it were written in Standard English?

Activity 1: Students will read excerpts of *It Doesn't Have to Be This Way*. Students will highlight sections of the text that they believe to contain MxAL. Sentences that do contain MxAL will be lifted and written on the board.

Activity 2: Students will attempt to translate MxAL sentences into Standard American English.

Activity 3: Students will engage in contrastive analysis and insert SAE translations into the text. Students will answer the following facilitative questions in class: 1) How does the story sound when you put the SAE sentences where the MxAL sentences go? 2) Does the story lose some of its meaning? Why? 3) Why do you think some Chicana/o authors write in MxAL? 4) Why is MxAL important to storytelling?

Unit 2

Language Variation and the Characteristic Linguistic Features of Home Language

Lesson B

II. Phonological, Grammatical, and Syntactical Features of African American Language and Mexican American Language

INTO

1. Display student writing sample from journals or an excerpt from a piece of literature on the overhead.
2. Student(s) reads the sample aloud.

THROUGH

Mini-Lesson on Multiple Negation-Teacher says: Remember the other day when I gave you the journal starter Well this response came from that assignment. The sample on the overhead was written by a student in one of my classes. Who can tell me what they notice about the language used in the journal prompt? That's right. It is written in AAL. What does AAL stand for class? Yes, African American Language. What is African American language? Who can tell me? Correct again. African American Language is when English words and vocabulary are laid on top of West African Language Rules and Structure. Does anyone remember what I mean when I say "linguistic feature"? No? Okay, a linguistic feature is like the "grammar rule" of a language. Remember we talked about how in Spanish the rule is that the noun has to come before the adjective, for example, zapatos rojos? And in English Correct. The adjective comes before the noun. The red shoes. African American Language has grammar rules also. Today we are going to talk about one of those rules. The rule is multiple negation. Teacher underlines a sentence in the paragraph that is an examples of multiple negation. Can someone read this sentence for me? Why do you think that is what it is called? Right. It has more than one negative in the sentence. Can someone come up and circle the negatives in this sentence? Thank you. Okay, the rule is the more negatives that are in a sentence, the more negative the statement is. The multiple negatives are used to emphasize something. "She ain't never got no money." What is this sentence trying to emphasize?

Now, in SAE, what is SAE again class? Correct, Standard English. In SAE, double/multiple negatives cancel each other out, like in math. So when writing the sentence in SAE, we need to get rid of how many negatives? That's right! So the sentence could be written, "She never has any money." So let's review. What is the linguistic feature in the underlined sentence? That's correct, multiple negation. What is the rule for multiple negation? Correct. The more negatives in a sentence the more negative the statement is. It is used for emphasis. What about SAE? What is the rule about negatives in SAE? Good. More than one negative in a sentence cancels out the negative. Good job. We will practice some more with multiple negatives tomorrow.

*Follow the same sequence for MxAL, as multiple negation is also a grammatical rule in that language. Multiple negation however; is not realized in the same way because Niger Congo languages use serial negation (3-5+ negatives) whereas Spanish rules typically provide for 2-3 negatives. For example, in AAL: "She ain't never got no money". In MxAL: "She never has no money".

BEYOND

1. Provide instances of multiple negation use and double negative use. Have students distinguish between AAL, MxAL, and SAE.
2. Creative Writing: Have students write a dialogue between two friends. In the dialogue they must make use of multiple negation. Share dialogues with class.

Additional instructional activities to support this lesson: Play the language detective game. Have students acquire authentic home language samples, both oral and written. Have students transcribe language of themselves and others. Take language samples over a period of time, deciphering into categories, i.e., consonant clusters. Using the collected authentic language samples from the language detective game, explicitly demonstrate the following phonological variations from SAE:

- Final consonant cluster
- /th/, /l/, and /er/ sounds
- Overgeneralization of SAE rule
- Articulation of vowel and consonant sounds in AAL/MxAL

- Voiced and voiceless fricatives in AAL/MxAL that have the same voicing, i.e., fuzz/fuss (MxAL), feed/feet (AAL)
- Create or purchase sound production cards that show placement of articulators for producing both consonants in the pair.

Mini-lesson on markers. Explain how markers are used in language in general. Point out that in many languages there are markers that demonstrate possession of something and the number of things (singular and for plural). Demonstrate how markers are used in Standard American English and how they are used in African American Language and Mexican American Language (see appendix). Have students give you examples of each.

Mini-Lesson on Verbs (Regularization and Copulas). Explain how verbs are conjugated in SAE in comparison/contrast to verbs in Niger Congo languages and AAL. Go over the process of regularization (see appendix). Explain the use of copula (verb to *be*) and habitual be (see appendix).

Unit 2

Language Variation and the Characteristic Linguistic Features of Home Language

Lesson C

III. Contrastive Analysis (mid-upper elementary)

INTO

Review game. Can be played as Jeopardy, Bingo, Who Wants to Be a Millionaire or any other game for review. See MELD Activities in Section 2 of the Guide. Review the terms: AAL/MxAL (make sure you review the definitions as well as what the acronym stands for) AEMP, Linguistic Features, SAE, Ebonics, Multiple Negation, MELD.

THROUGH

Mini-Lesson- Contrastive Analysis (mini-lecture/overhead) Students take notes.

Teacher says: What is the purpose of this whole home language/SAE thing we're talking about? Is it for you to stop talking and writing in your home language and only speak and write in SAE? NO! The purpose is for you to be able to communicate effectively in both your home language and SE.

So I have been reading over your writing and some of it, sometimes a lot of it is written in AAL/MxAL. Now is that a bad thing? No, absolutely not! But what we need to do is make sure that you can do both. Write in your home language and SAE. So as I was going through your writing, I recorded the linguistic features that I saw the most in your writing. They are the ones we are going to discuss first. We will work on one or two a week, depending on how well you understand the concept.

Let's add another term to our AEMP Lexicon/Dictionary. Contrastive Analysis. Contrastive Analysis is when we compare and contrast home language with SAE. We look at the linguistic feature, which is the what? That's right the rule of the language. We compare the home language rule to the rule in SAE and then we rewrite the sentence. Sometimes we will change the home language to SAE and sometimes we will change SAE to home language.

Now remember yesterday when we looked at someone's journal entry on the overhead? Which linguistic feature did we identify? That's right. Multiple Negation. Let's look at that sentence again and I will show you what contrastive analysis is. On the overhead: She ain't never got no money (AAL) or She never has no money (MxAL). Please copy this sentence in your AEMP Language Journals. Now, please circle each negative in the sentence. Which words are negatives? Teacher circles the negatives on the overhead/chart/projector.

Now can someone review the Multiple Negation rule for us? That is correct. In AAL or MxAL, the more negatives that you have in a sentence, the more negative the statement is. It is used for emphasis. Now let's contrast that with the rule about negatives in SAE. So we know that if we need to write a sentence in SAE we need to make sure that there is only one negative in the sentence. Who thinks they can come up to the overhead/chart/projector and write the sentence in SAE? On overhead: She doesn't have money. Note: At this point students may want to volunteer other responses. It will be important for the teacher to point out that it is important in the translation to get across the EMPHASIS. Therefore, "she never has any money" would be the best translation. Now, students we will do one more together and then you are going to try some on your own.

Independent Practice: Additional sentences can be written on the overhead and/or the AEMP Language Break Worksheet can be used.

BEYOND

Write in AEMP Language Journals or learning logs, what they learned, and what they still have questions about.

Unit 2

Language Variation and the Characteristic Linguistic Features of Home Language

Appendix – MELD Unit II

Náhuatl Conversation Template

Kwalli teotlac! Ken timowika? Good Afternoon! How are you doing?

Kwalli. Good

Newatl notoka _____. My name is_____.

Kanin timomachita? Where do you work?

_____ **kalmeccac.** _____ school.

Huey kwalli! Very good!

Unit 2

Language Variation and the Characteristic Linguistic Features of Home Language

Appendix – MELD Unit II

Náhuatl, was the language spoken by the Mexica (Aztec) people of Central Mexico prior to the Spanish Conquest. Currently Náhuatl is spoken by about a million and a half people in Mexico and is one of the national languages of Mexico. Here are some words in Náhuatl, Spanish, Mexican Spanish, and English. You can see how a variety of words used in Mexican Spanish are directly descended from Náhuatl and generally preferred over their Spanish equivalents in common everyday conversations.

Nahuatl	Spanish	Mexican Spanish	English
ahuacatl		aguacate	avocado
xocolatl		chocolate	chocolate
tlacucahuatl		cacahuate	peanut
chamahuac	niño	chamaco	kid
mitotiqui	alboroto	mitote	uproar
tzictli	goma	chicle	gum
zoquitl	lodo	zoquete	mud
cuate	amigo	cuate	buddy
chantli	casa	chante	house

Unit 2

Language Variation and the Characteristic Linguistic Features of Home Language

Appendix – MELD Unit II

Phonology of African American Language and Mexican American Language

Treatment of Consonant Clusters

Feature(s): Voiced and unvoiced consonant clusters at the end of words

Explanation-AAL: Many West African languages, including most of the Kwa group, can be considered to have no consonant clusters." Kwa group languages, as defined in Webster's Encyclopedic Unabridged Dictionary of the English Language (2008), are "a branch of the Niger-Congo subfamily of languages, including Ewe, Ibo, Yoruba, and other languages of coastal West Africa. The shape of the syllable structure in Niger Congo languages is strongly a consonant vowel (CV) pattern and consonant clusters are restricted to those with heterogeneous (same) voicing. **Explanation-MxAL:** A similar phenomenon occurs in Mexican American Language (MxAL) and is based on the specific Spanish prohibition on final clusters. Spanish has only one genuine syllable-final consonant cluster, which occurs only in proper names.

Therefore, SELs who hear and pronounce English words in terms of West African (Niger Congo) phonology; or Spanish phonology; will not hear or pronounce all of the consonants which make up a consonant cluster at the end of an English syllable. Generally in AAL and MxAL when final consonant clusters with the same voicing occur in a word only the first consonant is articulated. When SELs try to spell an English word they heard in terms of African or Spanish phonology they generally construct a spelling without all the sounds of its final consonant cluster.

Analysis: English has many syllable-final consonant clusters. In SAE when consonant clusters with the same voicing (both sounds are voiced, or both are unvoiced) occur at the ends of words, both sounds are articulated.

Unit 2

Language Variation and the Characteristic Linguistic Features of Home Language

Appendix -MELD Unit II

AAL	SAE	MxAL	SAE
lif	lift	sof	soft
mas	mask	boil	boiled
Suppoz	supposed	toas	toast

(You suppoz ta lif the mas to yo face.)

(I ate a sof boil egg wit tos)

Model the production of final consonant clusters by reciting sentences in SAE with words that include many final consonant clusters. For example: “You’re supposed to lift the mask to your face” or “I ate a soft boiled egg with toast” Next write out these sentences on the overhead or whiteboard. Have a SEL student recite the sentences. Write out their recitations of the sentences on the overhead or whiteboard. Ask the students to compare the two versions of each pair of sentences. Ask the students to tell you if they noticed any differences in how each of the versions sounded. Ask the students to identify what exactly made each version sound so different. Underline specific consonant clusters that appear in the SAE sentences such as: /ft/, /st/, /sk/, /ld/. Why was each version spelled differently? Chart student answers. Identify the differences as a result of pronunciation rules. Explain to the students that linguistic rules control how these sounds are produced. In MxAL and AAL final consonant clusters do not exist, therefore they are not said.

Feature(s): Overgeneralization of SAE rule

Explanation: When teachers introduce SELs to sound distinctions not consistently utilized in their home language system- for example, the past tense marker /ed/, the possessive marker /s/ and the plural marker /s/-word constructions occur that involve appending an added syllable or suffix to the end of words, such as looktid, or big-boneded. This phenomenon, known as overgeneralization occurs naturally within a second language acquisition process. The direct consequence results in students overgeneralizing the rule.

Unit 2

Language Variation and the Characteristic Linguistic Features of Home Language

Appendix - MELD Unit II continued

Examples:

AAL	SAE	Examples of Overgeneralization
He look at me funny	He looked at me funny	He looktid at me funny
He love her a lot	He loved her a lot	He loveded her a lot
She gives two tes	She gives two tests	She gives two tesseses

Analysis: Teachers should avoid attempts to "correct" these rule-governed behaviors and should instead employ strategies such as contrastive analysis to teach the SAE form.

Treatment of /th/, /L/, /r/ and /er/ sounds in AAL

Feature(s): Consonant digraph /th/, /L/ sound, and retroflex /r/ or /er/ sounds in AAL

Explanation: There are some phonemes that exist in English, which are not present in many or most Niger-Congo Languages. They include the /th/, /l/, and the retroflexed /r/. Fromkin & Rodman, (1975) report that English and Twi (an African language in the Niger-Congo family), "both have the consonants /p/, /t/, /k/, /b/, /d/, /g/, /m/, /n/, /f/, /s/, /h/, /r/, /w/, /y/, /c/, and /j/, and the vowels /i/, /I/, /e/, /E/, /u/, / /, and /a/." The following sounds they report, are not found in Twi: /z/, /v/, /th/ (both voiced and voiceless) and /l/. In reference to the /r/ phoneme in AAL, Conklin & Lourie, (1983), report: "it is worth noting that West African Creoles lack /r/ after vowels... Thus both the Southern and South Midland dialect regions... are defined in part by features common to blacks and whites, some of which are traceable to the West African derived English of black Southerners" (p. 79-80). Therefore an AAL speaker who pronounces English words using West African phonology may not produce the /th/, /er/, or /l/-middle position, phonemes.

Analysis: All of the above sounds the retroflex /r/ or /er/, /th/, and /l/ in the middle of words are all sounds articulated in English

Unit 2

Language Variation and the Characteristic Linguistic Features of Home Language

Appendix - MELD Unit II continued

/er/		/th/		// in medial	
AAL	SAE	AAL	SAE	AAL	SAE
Ca'ol	Carole	dis	this	mi'yon	million
sistah	sister	mouf	mouth		
ratha	rather	toof	tooth		

Articulation of Vowel and Consonant Sounds in MxAL

Feature(s): Production of vowels in MxAL

// as in sit and /i/ as in seat

Explanation: Spanish has only one high, front, unrounded vowel phoneme /i/, therefore a Chicano English [MxAL] speaker who pronounces English words using Spanish phonology will not discern any difference between the two English phonemes // and /i/ (Ornstein & Galicia, 1988).

/E/, as in then, and /ae/ as in than

Explanation: Spanish has only one simple, front, unrounded, non-high vowel phoneme therefore a Chicano English [MxAL] speaker who pronounces English words using Spanish phonology will not hear any difference between the two English phonemes /E/ and /ae/.

Analysis: SAE has two high, front, unrounded vowel phonemes // and /i/ that are produced as distinct and separate sounds.

Unit 2

Language Variation and the Characteristic Linguistic Features of Home Language

Appendix - MELD Unit II continued

SAE has two simple, front, unrounded, non-high vowel phonemes, /E/ and /ae/ that are produced as distinct and separate sounds.

Examples:

(/i/ and /I/)		(/E/ and /ae/)	
MxAL	SAE	MxAL	SAE
leaving	living	then	than
seating	sitting		
beet	bit		

Voiced and Voiceless Fricatives in MxAL

Feature(s): Production of /s/ and /z/; /f/ and /v/ sounds

Explanation: Little distinction between voiced and voiceless fricatives exists in Spanish because they are viewed as variations of the same phoneme or sound. Therefore, a person who hears English in terms of Spanish phonology will not be aware of differences between the voiced and voiceless fricatives (s & z) and (f & v) (Ornstein & Galicia, 1988).

Analysis: In SAE the distinction between voiced and voiceless fricatives is phonemic, which means they exist as two entirely separate phonemes, or sounds.

(/s/ & /z/)		(/f/ and /v/)	
SAE	MxAL	SAE	MxAL
prize	price	lives	lifes
fuzz	fuss	save	safe
raise	race	confide	convied

Unit 2

Language Variation and the Characteristic Linguistic Features of Home Language

Appendix - MELD Unit II continued

Grammar and Syntax of African American Language and Mexican American Language

Feature(s): /s/ as Possessive Marker

Explanation: In Niger Congo languages, possession is shown by placing emphasis or stress on the possessor

Analysis: In SAE, possession is shown by /s/ as a possessive marker

Examples

AAL

I took **Betty** chair

I drove my **momma** car

SAE

I took Betty's chair

I drove my momma's car

Feature(s): /s/ as Third Person Singular Marker

Explanation: In Niger Congo languages the verb structure tends to be regular with few exceptions to the rule. The marker for showing possession is stress or emphasis on the possessor.

Analysis: In SAE, possession is shown by the use of 1st as a possessive marker

AAL

She **look** good today

Mary **buy** food every Friday

SAE

She looks good today

Mary buys food every Friday

Unit 2

Language Variation and the Characteristic Linguistic Features of Home Language

Appendix – MELD Unit II continued

Feature: /s/ as plural Marker

Explanation: In many West African (Niger Congo) languages /s/ as a plural marker is restricted in its use. It is seldom used with a numerical quantifier (number word).

Analysis: In SAE, the plural marker is indicated using /s/ or /es/ as a plural marker

AAL

The candy cost twenty-five *cent*

SAE

The candy costs twenty-five *cents*

Regularization

Feature(s): Indefinite Article

Explanation: In Niger Congo languages and AAL regularization of the indefinite article is the preferred pattern

Analysis: In SAE, article usage is irregular based on whether the word that follows the article begins with a vowel (an) or a consonant (a).

Examples:

AAL

The boy ate *a* apple

SAE

The boy ate an apple

Unit 2

Language Variation and the Characteristic Linguistic Features of Home Language

Feature(s): Past Tense Copula-was/were

Explanation: In Niger Congo languages and AAL regularization of the past tense copula was/were is the preferred pattern

Analysis: In SAE, past tense copula usage is irregular based on whether the subject is singular or plural

AAL

I was so happy

He was so happy

They **was** so happy

We **was** so happy

SAE

I was so happy

He was so happy

They were so happy

We were so happy

Copula (Verb to be)

Feature(s): Habitual be

Explanation: The verb system of some West African (Niger Congo) languages differentiate between a customary aspect (habitual) or repetitive aspect and aspect of completion. Thus it is possible for these languages to express an action that occurs habitually in the present, past, or future, with time determined by context rather than vocal inflection (Asante, 1990). AAL borrows this rule in habitual be constructions.

Example: She **be** at home



Introducing MELD in the Classroom: Mainstream English Language Development Instructional Units

Unit 3: Language Use for Effective Communication

Unit 3

Language Use for Effective Communication

In this unit we look to assist students to develop and enhance their awareness of the subtleties of situations that determine whether or not SAE - or any other language- is required to communicate effectively. Increasing exposure to Standard American English models in ever-expanding contexts sharpens students' analysis of the language requirements of given situations. Students begin to focus on the oral discourse patterns of AAL/MxAL and SAE, thereby strengthening fluency in SAE and having opportunities to communicate in and validate the home language.

AEMP GOAL:

Communicate Effectively in Cross-Cultural Environments

BENCHMARK(S):

Recognize the language requirements of different situations

INSTRUCTIONAL FOCI:

1. What is language use for effective communication? 2. Why is a particular language more effective for communicating in certain environments? 3. When is use of either AAL, MxAL, or SAE most effective?

Unit 3

Language Use for Effective Communication

Lesson A

What Is Language Use for Effective Communication?

INTO

Use the overhead projector to present the quote by Shaquille O'Neal to students (OH1). Explain that the quote is taken from Shaq's book, *Shaq Talks Back*. Engage students in a discussion of the following questions. Chart responses and key points. What do you think Shaq means when he states that in some ways he's an actor and that he has a switch that he clicks when, for instance, he talks to a reporter from *Money* magazine? In the second paragraph what is Shaq referring to when he says, "You can't do that." Why do you think he feels this way? Think of a time when you have ever thought it necessary to speak or write differently depending on with whom you were communicating. Explain the context or situation and tell why you felt so.

Use Effective Communication (OH 2) organizer on the overhead projector to have students begin to develop a classroom definition of what effective communication might mean. (This basic definition should evolve over time as students build linguistic and metalinguistic awareness.) Post it in the classroom in a visible location so that as students progress through the unit, they can refer to the definition later.

THROUGH

Modes of Discourse

Play audio-taped oral reading of Shirley *and the Valentine Card*. Then play audio-taped recording of an evening television news broadcast. Ask students to take notes regarding observations that they might have while listening to the audiotape. Optionally, you may want to use guiding questions. Some sample questions might be:

- Who's speaking? Describe the individual (age, gender, ethnicity, etc.).
- What is the context in which they're speaking?
- How did you arrive at your answers to the first two questions?

Have students read the excerpt from Smitherman contrasting two essays written by African American 7th graders on loneliness (OH 3). Ask the students the following question: Which essay communicates the idea of loneliness more effectively? Have students justify their responses.

BEYOND

Have students examine the Montaño-Harmon transcripts of essays written by a Mexican American student and an Anglo student on the topic of "If Could Change My School". Point out the features within the Chicano student's written work that reflect a round-about, oral language style (use of "well" and "why?"; closing the piece with "Well that's all I have to say... GOOD LUCK!"; run-on sentences reminiscent of talking; etc...)

Then bring to students' attention the more direct, to the point, linear style of the Anglo student. Remind students that by looking at differences in discourse style in the two essays doesn't suggest that the Anglo student's writing is "better" or even that it represents high quality writing or thought. It doesn't. Yet, it more closely matches the expectation set for school age students' academic writing in that it contains an opening, details discussed sequentially using time order words, suggested changes given along with the rationale/justification for doing so, and a conclusion (albeit a brief one.) In that sense, it is more effective in communicating the student's ideas for how to change the school to make it better - especially given that the audience is probably the school administration and the purpose is to change their ideas about how the school currently functions.

Explain to students that another researcher, Robert Kaplan, wrote about the discourse patterns of different languages over thirty years ago and came up with the following doodles to describe each language he studied.

Inform students that the doodles are a graphic representation of how different languages do or do not digress, make associations, get straight to the point, etc. While Professor Kaplan didn't specifically deal with the home languages of Mexican Americans and African Americans, the previous samples (Anglo student and Chicano student writing about school; Shirley and the Valentine Card) give us a sense that similar issues surrounding discourse patterns are relevant to these students and their writing.

Be sure to focus students' attention on the use of conversational figures of speech in the samples like "well," "so now," and "see" that are generally part of the roundabout style of discourse evident in many SELs writing. Note the absence of these features in the Anglo student's writing. Explain that such features are considered inappropriate for academic writing and are often the most obvious characteristic that renders their writing unacceptable for academic purposes.

In collaborative groups, have students attempt to create their own doodles of the Chicano student writing and the Shirley and the Valentine Card story. It may be helpful to establish a beginning and an end, and then consider the discourse pattern to fill in the lines in between

Materials/Resources:

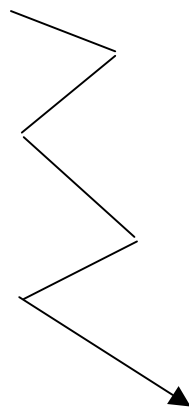
- Overhead transparencies: - Shaquille O'Neal (OH 1) - Effective Communication (OH 2) - Loneliness (OH 3)- Anglo student writing sample about school (OH 4) - Mexican American student writing sample about school (OH 5) - Language Discourse Patterns Doodles (OH 6)
- Audiotape recording of Shirley and the Valentine Card and an evening news broadcast

Unit 3 Language Use for Effective Communication

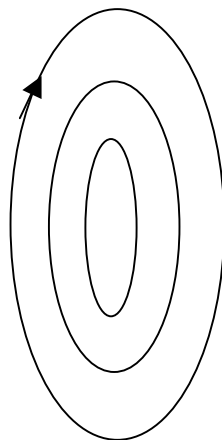
English



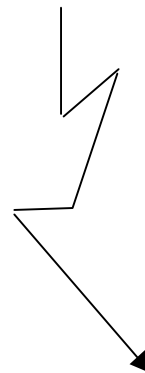
Semitic



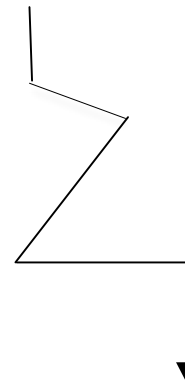
Asian



Romance



Russian



Unit 3

Language Use for Effective Communication

Lesson B

II. Why Is a particular language more effective for communicating in a certain environment?

INTO

Many schools in the Los Angeles Unified School District are required to send written correspondence and notices to student's homes in Spanish. Why do you think the school district decided to establish such a policy? Allow for discussion.

Revisit the classroom definition of effective communication. Ask students to identify the ways that the practice of sending written communication materials to students' residences in the home language fits the concept of effective communication. Ask students to contemplate how effective that communication would be if the same materials were not written in the home language.

THROUGH

Refer students back to the listed standards. Each refers to either intended audience or purpose. Ask students to identify the intended audience of materials sent to students' homes in the school district. Then ask them to think about any writing that they have done and consider the intended audience or purpose—who was to read their writing and why? (Note: Many students may have never written anything with an authentic audience and purpose in mind. It is critical that teachers identifying the contexts for such to occur!) Have students brainstorm other purposes for oral and/or written communication. Examples might include: to tell what happened, to put in a time sequence, to present basic information clearly, to provide instructions or directions, to explain, to analyze, to persuade, to describe in vivid sensory detail, and/or to express individual feelings.

BEYOND

Then have students identify particular audiences for preparing correspondences. These may include parents, classmates and fellow students, friends, adversaries, young children, the elderly, the principal, a merchant or shop owner, a police officer, a boss or supervisor, and the public. Have students provide justifications for their responses, have them chart them.

Engage the students in a discussion about the different audiences and the best way to ensure that one communicates effectively with any of them in oral and/or written forms. Encourage them to consider language, vocabulary, tone, and if in an oral context, rate of speech, eye contact, and posture.

Encourage the students to consider that effective communication depends on a number of variables. More importantly, all languages and modes of communication are valid and can be effective based on the purpose, audience, and context.

Unit 3

Language Use For Effective Communication

Lesson C

III. When is use of either African American Language, Mexican American Language, Standard American English, or Academic English most effective?

INTO

Explain to students that an important aspect in determining the language requirements for effective communication is the notion of situational appropriateness. Tell them that in addition to a proficiency with a particular language or languages, to become an effective communicator, they must also have a keen understanding of when one or any of those languages is most appropriate for a particular situation.

Ask students to collaboratively consider AAL, MxAL, SAE, or AE and discuss a situation where they would use each. Ask them to explain their choice by identifying with *whom* they are communicating, *what* the topic of their communication is, *when* the communication is occurring, *where* the communication is taking place, and the purpose (*why*) of their communication.

Allow groups to share their decisions. There may be some confusion of standard English and academic English. Explain to students Academic language is language most appropriate for academic settings, including use of vocabulary critical to a discussion and understanding of academic concepts. It may also take on an academic form and structure (like the five paragraph essay frame). On the other hand, have students consider an informal friendly letter written by a Standard English speaker to a friend or loved one. Though written in standard English, such a communication won't reflect the same vocabulary, form, and structure of, for example, a science report (or a doctoral dissertation).

THROUGH

Refer back to OH 1 with the quote from Shaquille O'Neal. Note Shaq's idea of clicking a switch to change his speech when talking to specific audiences. Explain to students that individuals who are deft at quickly recognizing the language requirements of situations and who can quickly shift from standard English to AAL or MxAL are said to code-switch . The idea of

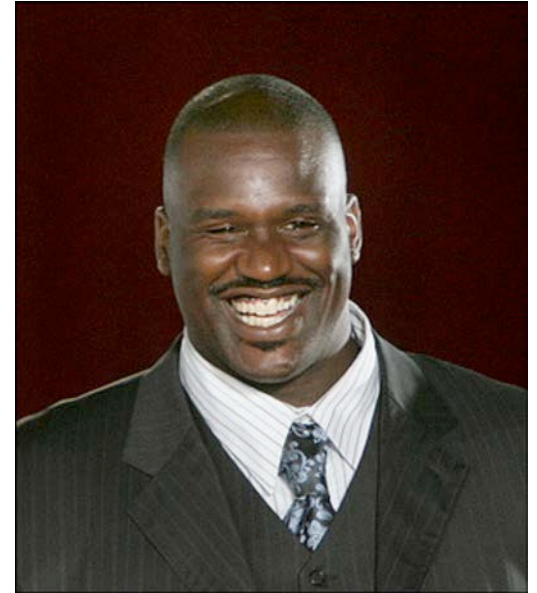
code-switching represents, for Mexican American Language and African American Language speakers, an awareness of situations requiring particular language use for communicating effectively, and a level of proficiency in both of the languages being switched to and from. This bilingualism is a goal that students should want to attain to, since it allows students to move between cross-cultural and linguistic environments and represents greater cultural fluency on the part of the individual.

Allow students the opportunity to continue brainstorm situations that require the use of either Mexican American Language, African American Language, Standard American English, and Academic English. encourage them to continue to justify their decisions by identifying the who, what, when, where, and why of their language choices.

BEYOND

Have students role play situations to provide a fun and meaningful way to demonstrate their developing metalinguistic awareness and bilingual proficiency. They can do this by choosing a situation, and creating the characters and script that they can perform. Ultimately, the class may want to record these on videotape to view or share with students in other classrooms.

In some ways, I guess I am like an actor, because I have a switch. If I got to talk to *Money* magazine, click. "Yes, sir; no, sir. Yes I like the tech know, I don't like the conventional Kmart or Wal-Mart stocks, I feel the tech stocks are growing rapidly."



I can't call up and say, "Yeah, man, this chump called me up and he put a million dollars on... Oracle 'cause he know Larry Ellison and he got me \$2 million." You can't do that.

- Shaquille O'Neal

- Shaq Talks Back

MELD, Unit 3. OH 1

Effective

Communication

Classroom Definition:

Theme I

Loneliness is when you are in the house all alone and wish someone was there with you. When you are with a lot of people and they act like you aren't even there. When you start thinking of something and it seems like you are in another world and when you come back into the world people act like you don't exist. Being lonely is being rejected, ignored, or left out of things. Loneliness is when you wish someone special is with you that can not be and you think they forgot you. And all the time they wish the same about you. Loneliness is when you think nobody cares about you, but somewhere, someplace, someone is always thinking of you so don't ever think you are alone.

Theme II

Loneliness is when a person is sad or don't have no one to talk to. It means when a person tries to talk to somebody and that person don't understand. I be lonely all the time. It's a hurtin feeling to be lonely. It hurts a lot to be lonely.

I'm a lonely person. I'm the only one in my family. Sometimes I just sit and watch TV and play records. Sometimes I go upstairs in my bedroom and cry because I'm lonely. I have no one to talk to. No one understands me.

MELD, Unit 3. OH 3

Which communicates the idea of loneliness more effectively? Why?

from Geneva Smitherman, *Talkin and Testifyin; The Language of Black America* (Detroit. Wayne State University Press, 1977)

Note: This transcript is provided for the teacher to use as a reading extension of the listening activity. It can also be used for rerecording in case the audiotape becomes damaged or is lost. For authenticity, it's best to use a student's voice.

SHIRLEY AND THE VALENTINE CARD

It's a girl name Shirley Jones live in Washington. 'Most everybody on her street like her, 'cause she a nice girl. And all the children Shirley be with in school like her, too. Shirley treat all of them just like they was her sisters and brothers, but most of all she like one boy name Charles. Shirley; she be knowing Charles 'cause all two of them in the same grade, and he in her class. But Shirley keep away from Charles most of the time, But when Valentine Day start to come 'round, Shirley get to worrying. She worried 'cause she know the rest of them girls all going get Valentine cards from their boyfriends. And she know when them girls find out she ain't get a card from Charles, they going say she been telling a story 'bout Charles being her boyfriend. So she keep on thinking 'bout that and worrying all day long, even at school when she 'posed to be learning. When Shirley get home, her mother say it's a letter for her on the table. Right away Shirley start to wondering who could it be from, 'cause she know don't nobody 'posed to be sending her no kind of letter. It do have her name on the front, though. It say, Shirley Jones. So Shirley, she open the envelope up. And when she do, See, Charles really been liking her all the time, even though he ain't never tell her nothing 'bout it. So now everything going be all right for Shirley, 'cause what she been telling everybody 'bout Charles being her boyfriend ain't story after all. It done come true!

MELD, Unit 3. Addendum 1

from William A. Stewart, On the Use of Negro Dialect in the Teaching of Reading.* In Joan Baratz and Roger Shuy, Teaching Black Children to Read (Washington D.C.: Center for Applied Linguistics).

ANGLO STUDENT

If I could change my school I would, make these changes. First I would, put in some lockers. I would, put lockers in so I don't have to carry my books around, with me. Next I would allow students to bring radios to school. Some people like to do their work listening to music. Then I will have three classes every day. That way the students wont have as much homework to do. The next change is to have shorter days. I would have shorter days because students would go to school more. After that I would change school's time. That way the students won't have to wake up so early. Then I would buy new books for the school. That way the students could their work better. Next I will change the name of the school. I would change the name because I don't think the people that named the schools knew what they were doing. The very last change I would make is that their would be no dress code. I think people should dress the way they want to dress. With all of these changes, students would come to school more and they would be happier in school and learn more.

Source: Maria Rosario Montañó-Harmon 1989

MELD, Unit 3. OH 4

MEXICAN-AMERICAN/CHICANO

Well, what I have learn there are good things and there are bad things. Well the good things I say is that there are stuff that doesn't bore me to death some classes are very educational and some are very interesting. Well to tell you the truth I feel some of the teachers don't do as good of a job than other teachers do. Some teachers get more into there work than others. To me older teachers starts to just go into a different worlds when it comes to teaching. Well most of them. Why? because it makes me feel like that they been through this already a thousand. times and don't want to go through it again. But some teacher too this is what really gets tome. Some teachers always have subs and they seem to want you to do what they want and not what you've been learning. They say well I'm the teacher here today and you'll do it my way. And it throws you all off. But to some teachers just give you sheets of papers like packages of worksheets and say Here do them and turn them in. And then he gives the test for that without even going over them. You know to me some teachers are there for just ther money. Well they may not be they sure act like it. God I just pray I'll get a good education. See I know it's the student to you have to want it if you want to get anywhere in school cause in High- School its like, totally differnt from Junior High and Elementary Schools in High School its like do it or don't pass or fail they don't seem to push you like they do in smaller schools. You know, that's why there are so many DROP OUTS! They probably feel why should I come to school if I'm not going to learn anything just get a job with the stuff I already know. And get paid for it. Well that's all I have to say But I hope in the future for the future people that will be having an education. GOOD LUCK!

Source: Maria Rosario Montañó-Harmon 1989

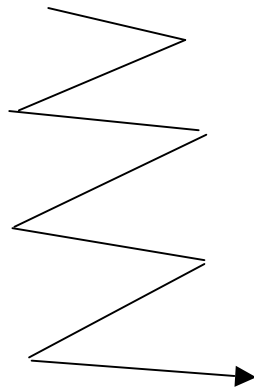
MELD, Unit 3. OH 5

Language Discourse Pattern "Doodles"

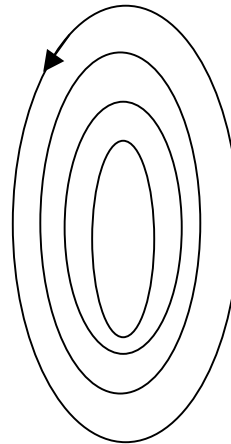
English



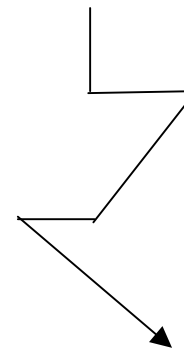
Semitic



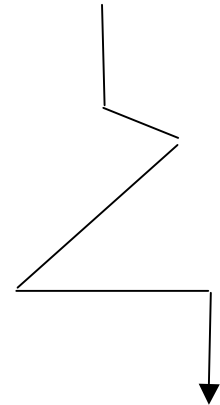
Asian



Romance



Russian



Reread *Shirley and the Valentine Card* and the *Chicano student sample about school*. If you had to draw a doodle that reflected the discourse patterns in both, what would they look like? Work with your classmates and give it a try.

SOURCE: KAPLAN

Essay Frame

MELD, Unit 3. OH 7

Understanding Situational Appropriateness: A Group Activity

Directions: In your group, discuss four different situations that require you to use each of AAL, MxAL, SAE, and AE. Explain your decision by identifying with whom you are communicating, what the topic of your communication is, *when* the communication is occurring, *where* the communication is taking place, and the purpose (why) of your communication.

African American Language

With Whom _____

What (Topic) _____

When _____

Where _____

Why (Purpose) _____

Mexican American Language

With Whom _____

What (Topic) _____

When _____

Where _____

Why (Purpose) _____

Standard American English

With Whom _____

What (Topic) _____

When _____

Where _____

Why (Purpose) _____

Academic English

With Whom _____

What (Topic) _____

When _____

Where _____

Why _____

(Purpose) _____



Introducing MELD in the
Classroom: Mainstream
English Language
Development Instructional
Units

Unit 4: Use of
Academic English in
Oral and Written
Language

Unit 4

Use of Academic English in Oral and Written Language

AEMP GOAL:

1. Students will employ the use of Standard American and Academic English (orally and written) across all content areas.
2. Students will employ the use of Standard American and Academic English (orally and written) to facilitate effective communication in cross-cultural environments.

BENCHMARK(S):

- Develop receptive language in SAE
- Acquire foundational reading and writing skills
- Expand personal thesaurus of conceptually-coded words
- Develop an awareness of SAE conventions and their functional use in oral and written forms
- Demonstrate proficient use of SAE in oral and written form
- Communicate effectively in academic, professional, and social settings

INSTRUCTIONAL FOCUS AREAS:

1. Defining Academic Language: Transitioning to Academic English
2. Building Academic English through Narrative Writing
3. Building Academic English through Persuasive Writing
4. Building Academic English through Descriptive Writing
5. Building Academic English through Expository Writing

RATIONALE

This unit acknowledges the reality that academic writing is one of the most important skills SELs must acquire in order to be successful in school and beyond. Students will begin to recognize the traditional discourse patterns of academic writing in comparison and in contrast to the oral and written discourse patterns of their home language. This metalinguistic awareness opens the door to success in writing for SELs.

In order for the students to have success in this unit, the following procedures must be in place:

- Teacher must be committed to infusing the writing process on a daily basis
- Students must write on a daily basis with variety
- Classroom must contain a writing center: draft paper, final copy paper, writing implements, journals, dictionaries, thesauri, word walls, topic walls, story frames, story starters, anchor papers/models of writing, editing charts, editing checklists, writing rubrics, proofreading rules, reference material, bound books, bookbinders, anthologies, newspapers and magazines

Unit 4

Use of Academic English in Oral and Written Language

I. Transitioning to Academic English

Applicable Learning Standards:

Reading Comprehension Standard 2.0: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

Kindergarten Through 2nd Grade

- Distinguish fantasy from realistic text
- Identify types of everyday print (e.g., storybooks, poems, newspapers, signs, labels)

3rd Grade Through 5th Grade

- Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential, or chronological order, proposition and support) to strengthen composition
- Analyze text that is organized in sequential or chronological order

Suggested Instructional Activities:

ACTIVITY ONE

Provide a litany of printed material (fiction, non-fiction, informal). Have collaborative groups create categories to distinguish. Possible categories could be genres, length of material, subject matter, purpose of writing, etc). Have groups present categories to whole class.

ACTIVITY TWO

DEFINITION OF ACADEMIC ENGLISH? Academic English is a language that occurs with high frequency in academic texts and is a register used in academic discourse. Academic English is comprised of a specialized vocabulary that is particularly useful within academic contexts. As an acknowledged gatekeeper, it is critical that SELs achieve mastery of academic English in order to access core curricula.

Mini-Lesson on Academic English. Ask students what they think Academic English is. Chart responses. Ask students to provide examples. Provide concrete examples for students.

ACTIVITY THREE

Have students write an informal letter to a friend or family member. Encourage home language use. Discuss elements and characteristics of informal/casual writing. For example, write a "letter to a friend about a problem you are having, i.e. about school or about something going on in the neighborhood.

ACTIVITY FOUR

Have students write an authentic formal letter to an organizing body or "important" person around a serious issue. Discuss elements and characteristics of formal or academic English writing. For example, write a "letter to the Director of Admissions of the college of your choice explaining why you wish to attend that school or to your principal inquiring about an issue at school" Refer to the lessons in the Persuasive Writing Section III of this unit.

Materials/Resources:

- Textbooks, newspapers, fiction books, comic books, manuals, brochures, magazines
- Concrete definition of Academic Language Development (6 Key Instructional Strategies)
- Writing prompts for informal writing compared to formal writing settings, audiences, and purposes

Unit 4

Use of Academic English in Oral and Written Language

II. Building Academic English Through Narrative Writing

Applicable Learning Standards:

Writing Application 2.0: Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Kindergarten through 2nd Grade

- Write brief narratives describing experience
-

3rd through 5th Grade

Writing Application 2.1

- Write brief narratives (providing a context, well-chosen details, and insight into why incidents are memorable)
- Make brief narrative presentations, providing a context, well-chosen details, and insight into why incidents are memorable

Writing Application 2.2

- Write brief expository descriptions of a real object, person, place, or event using sensory details
- Write narratives that relate ideas, observations, or recollections of an event or experience; provide a context, use sensory details; and provide insight

Suggested Instructional Activities:

ACTIVITY ONE (ALL LEVELS)

- Mini-Lesson on narrative writing. Point out the fact the narrative writing is essentially telling a story. Discuss issues that deal with first and third person narration and the importance of keeping a narrative voice. Stress the importance of maintaining an I voice when writing (Atwell, 1999)
- Write a brief narrative based on an experience, moving through a logical sequence of events and describing the setting, characters, objects, and events in detail. Retell the central ideas of narrative passages
- Begin having students keep a daily writing journal and/or diary that might eventually lead to a memoir

ACTIVITY TWO (ALL LEVELS)

For prewriting and self-reflection have students create/write: “personal profiles”, “memory starters”, and “life-lines”.

- Personal profiles should highlight the following categories: birth information, physical description, personal interest, and school information. The personal profiles can be done on index cards or a full page.
- Memory starters are similar to story starters however they focus on an isolated moment in time. For example, write about a specific time in your life when you felt lonely, received your favorite present, etc...
- Life-lines are autobiographical number lines used to map significant life experiences.

Lifeline of Significant Events



ACTIVITY THREE (All Levels)

Have students write a picture personal essay narrative. Students are to bring in two or three pictures and write about themselves and their lives, using the pictures as guides.

ACTIVITY FOUR (Grades 2-5)

Using the writing process, have students write an autobiographical sketch - paragraph or essay ... depending on grade-level...to be authentically shared with a family member (family member provides feedback).

ACTIVITY FIVE (Grades 2-5)

Using the writing process, have students write a memoir to be authentically shared with a close friend, family member, or professional publication. A memoir recognizes and explores moments on the way to growing up and becoming oneself, the good moments and the bad ones. Memoirs are how writers look for the past and make sense of it.

Materials/Resources:

- Graphic organizers and Thinking Maps for prewriting activities
- Samples of various assignments from teachers' writing (preferable) and other resources
- Publishing resources (envelopes, stamps, reply forms)

Unit 4

Use of Academic English in Oral and Written Language

III. Building Academic English Through Persuasive Writing

Applicable Learning Standards:

Kindergarten through 2nd Grade

- Writing Applications 2.0

3rd Grade through 5th Grade

- Writing Application 2.4

Suggested Instructional Activities:

ACTIVITY ONE (ALL LEVELS)

For prewriting and initial introduction to persuasive writing have students participate in activities that incorporate the vocabulary and structural components of persuasion. Examples: debating, reenactment of stories in which characters express opposing views and opinions.

ACTIVITY TWO (ALL LEVELS)

Mini-lesson on persuasive writing. Point out that it takes a different type of writing to persuade others around social, moral, ethical, and political issues. Argument, opinion, and persuasion should be nurtured in writing and in speaking because they are a part of everyday life.

ACTIVITY THREE (ALL LEVELS)

Using the writing process, have students create/write petitions regarding issues of concern at the school site that will be authentically shared with school personnel, parent councils, faculty committees, and/or school administration, i.e. , college preparatory education, uniform policy, 5th grade field trips, cafeteria food, play area, etc...

ACTIVITY FOUR (GRADES 2-5)

Using the writing process, have students write a persuasive essay to be authentically shared with a family member or friend around an issue that deals with family or friends, i.e., being able to stay up late, being able to go to certain places in your neighborhood, what to eat for dinner, etc...

ACTIVITY FIVE (GRADES 2-5)

Using the writing process, have students create/write a persuasive essay to be authentically shared with someone in the educational, political, or entertainment community around a current social or community issue. For example, curfew laws, safety helmet laws, school environment and safety, movie ratings-PG-13, R, music ratings-explicit, etc...

Materials/Resources:

- Magazines, newspapers and internet articles
- Books and videos
- List of potential issues and topics
- List of the mailing addresses of influential persons

Unit 4

Use of Academic English in Oral and Written Language

IV. Building Academic English Through Descriptive/Creative Writing

Applicable Learning Standards:

Writing Standard 2.2

Kindergarten through 5th Grade

- Write descriptions
- Write descriptions that use concrete details to present and support unified impressions of people, places, things, or experiences

Suggested Instructional Activities:

ACTIVITY ONE (ALL LEVELS)

Mini-Lesson on descriptive writing. Point out the descriptive writing is the way that writers reveal through visual images. It is like painting a picture but with words. Model visualization through the use of storytelling and mood music that incorporates descriptive and sensory details. Teacher can also model think-alouds while reading. Creative writing lends itself to descriptive writing because of the variety of forms - poetry, skits, myths, scripts, etc..

ACTIVITY TWO (ALL LEVELS)

Using the writing process, have students create/write any five of the following genres:

1. animal story, adventure story, wildlife story
2. comedy skit, character sketch,
3. fairy tale, folk tale, ghost story, book of jokes, legend, myth, tall tale, nursery rhyme
4. mystery, short story, science fiction
5. novel, play, script
6. poetry forms - acrostic, ballad, couplet, cinquain, diamante, epic, free verse, haiku, lyric, limerick, quatrain, and/or sonnet

Materials/Resources:

Anthologies of nursery rhymes, fairy tales, myths, folk tales, legends

Picture and chapter books

Story frames and story starters

Bookbinder and laminator

Publishing paper

Unit 4

Use of Academic English in Oral and Written Language

V. Building Academic English Through Expository Writing

Applicable Learning Standards:

Writing Application 2.3

Kindergarten through 2nd Grade

3rd Grade through 5th Grade

Suggested Instructional Activities:

ACTIVITY ONE (GRADES 2-5)

Mini-lesson on expository writing. Point out that expository writing is different from persuasive writing in that the writer generally takes a neutral position. This type of writing involves research and supporting the information provided. Effective writers take into account the needs of the reader, giving appropriate examples, disclosing background, and citing sources of information.

ACTIVITY TWO (GRADES 2-5)

Using the writing process, have students do a research report on a teacher selected topic to be authentically shared with an adult or agency in the community, Examples: research the connection between diet and disease, research political educational, and historical leaders to create a biographical research report, research the process that is required for someone to run for President of the United States, research a particular culturally relevant era in U.S. history, i.e., Harlem Renaissance, Chicano Movement, etc...

Unit 4

Use of Academic English in Oral and Written Language

ACTIVITY THREE (GRADES 2-5)

Using the writing process, have students write directions for doing something, explain a situation or event, and/or tell how a process happens.

For example, how to make a particular meal, direction to his/her home, how to keep your little sister from bothering you, etc..

Materials/Resources:

List of topics for expository writing

Internet access



Teacher-Designed MELD
Activities

Elementary Version

Activity: Building Sentences

Kindergarten

MELD CATEGORY

Grammar and Syntax

BRIEF DESCRIPTION

The students build sentences from literature in order to become familiar with the literature. In the creation of the sentences students are encouraged to use their knowledge of language. This activity can be done in small groups or at a MELD center.

CURRICULAR CONNECTIONS

- AEMP Benchmarks: Acquire basic literacy skills, Develop Receptive language in Standard American English
- State Standards: Reading 1.0

MELD RATIONALE

Standard English Learners (SELs) must be provided opportunities to add school language and literacy to their repertoire of skills using instructional approaches that validate who they are and build on the learning styles and strengths that they bring to the classroom.

EXPECTED STUDENT OUTCOMES

Recognize words by sight and some words with phonics support.

Use context to check for accuracy and comprehensibility.

ACTIVITY STEP-BY-STEP

1. Print duplicate sentences on sentence strips copied from literature that is familiar to the students, the language of the students, poems, or class stories.
2. Cut apart one of the sentence strips. Students build the sentence in a pocket chart to match the model

Activity: Word Lotto

Kindergarten

MELD CATEGORY

Phonology

BRIEF DESCRIPTION

Students match Consonant-Vowel-Consonant patterned picture cards to the correct word shown by the teacher or another student.

This activity can be done in a small group or in a MELD center.

CURRICULAR CONNECTIONS

- AEMP Benchmarks: Acquire basic literacy skills, Develop receptive language in Standard American English (SAE)
- State Standards: Reading 1.0

MELD RATIONALE

Standard English Learners (SELs) must be provided with opportunities to add school language and literacy to their repertoire of skills using instructional approaches that validate who they are and build on the learning styles and strengths that they bring to the classroom.

EXPECTED STUDENT OUTCOMES

- Recognize words by sight and some words with phonics support.
- Use context to check that what they are reading and the words they figured out makes sense.

ACTIVITY STEP-BY-STEP

1. Copy CVC words from literature that is familiar to the students, the language of the students, or class produced stories.
2. Distribute the words to the students.
3. Read aloud the story to the class. Students hold up the corresponding word when the word is read aloud from the story.

Activity: Environmental Print Center

First Grade

MELD CATEGORY

Authentic Experiences

BRIEF DESCRIPTION

Students make an environmental print collage from the community advertisements, magazines, and newspapers. The environmental print collage center is an inexpensive activity that includes newspapers, magazines, community advertisements, used Christmas cards, and birthday cards. This can be done at a MELD center

CURRICULAR CONNECTIONS

- AEMP Benchmarks: Acquire basic literacy skills, Develop receptive language in Standard American English
- State Standards: Reading 1.0

MELD RATIONALE

Standard English Learners (SELs) must be provided opportunities to add school language and literacy to their repertoire of skills using instructional approaches that validate who they are and build on the learning styles and strengths that they bring to the classroom.

EXPECTED STUDENT OUTCOMES

- Interact with a variety of fun, hands-on activities, orally and in print to develop their vocabulary toward becoming readers and writers.

ACTIVITY STEP-BY-STEP

1. Students can work independently or in small groups.
2. Students cut out familiar words and glue them to construction paper.
3. Students look for familiar words students that they see in their community or home, such as Stop, Taco Bell, Tide, or words seen in books, on the word walls, or in the classroom's print rich environment.

Activity: Read, Think, & Act! Tell A Tale

First Grade

MELD CATEGORY

Comprehension

BRIEF DESCRIPTION

Students will pre-read the story "Jafta" by Hugh Lewin paying close attention to the alliteration and action words in the story. After a brief discussion of the story, SELs will engage in a game of Literary Charades. Words shared in this activity will be added to the class word wall.

CURRICULAR CONNECTIONS

- AEMP Benchmarks: Acquire an awareness and appreciation of home language and culture, Acquire basic literacy skills
- State Standards: Reading 1.0; Writing 1.0

MELD RATIONALE

SELs need to have a variety of rich experiences with language. Hearing, seeing, and experiencing language through movement is how many SELs learn best. This story and activity provides students with quick alliterative text, enabling them to focus and visualize to story. Comprehension is a constructive, interactive process that gets the students involved. The text and the context aid comprehension. Students relate the new information to their prior knowledge.

EXPECTED STUDENT OUTCOMES

SELs will learn various action words and how to bring them to life through expressive movement and writing.

ACTIVITY STEP-BY-STEP

1. Read the story "Jafta" by Hugh Lewin
2. Discuss all the action words in the story
3. List all action words from the story and other words given by the students on the board
4. Write all responses on 3 x 5 index cards; place in a basket
5. Divide the class in two teams
6. A person from the first team pulls a card, reads it, thinks about it and "acts" out the word for his/her team members to guess.
7. If the team successfully guesses the word, that team receives a point
8. If the team does not guess the word, the opposing team has a chance at the same word

Activity: Read, Think, & Act! Tell A Tale

First Grade

9. The game continues until all words in the basket have been used
10. The team with the most points wins and receives a teacher created incentive

WRITING CENTER ACTIVITY

As an extension to the lesson SELs may engage in a writing center activity. SELs enjoy stories with lots of movement and expressive activity. This activity will enable them to create an "action tale" of their own using words discussed in the story. SELs may choose a card from each pocket in the activity packet to write a creative story.

RESOURCES/MATERIALS

word wall	chalkboard	rubber stamps	stamp pads
3 x 5 index cards	pens/pencils	basket	lined paper
stickers	old magazines	chalk	markers
crayons	computer	printer	

REFERENCES

Dupree, H. and Iverson, S. Early Literacy in the Classroom: A New Standard for Young Readers. Bothell, WA: Wright Group, 1994. Flood, J. (Ed.). Understanding Reading Comprehension. Newark, PE: International Reading Association, 1984.

WORD LIST

waves	smile	skip	knock	drives	fight
hop	hunt	rides	run	kick	wipes
jump	glide	swim	dance	crawl	laugh

RELATED LITERATURE

Jafta by H. Lewin
Jafta-The Journey by H. Lewin
Jafta- The Town by H. Lewin
Jafta's Mother by H. Lewin

Activity: Egg-Cellent

Second Grade

MELD CATEGORY

Phonology

BRIEF DESCRIPTION

Students will use plastic eggs which the teacher has prepared. The eggs represent word families (-est) and beginning sounds such that when you twist the egg different words are made. The emphasis will be on consonant clusters with same voicing at the end of words. Examples will cover AAL, MxAL, or HAL. Students will form different words by twisting the egg. They will then use each word in sentence writing.

CURRICULAR CONNECTIONS

- AEMP Benchmarks: Develop receptive language in Standard American English (SAE), Acquire an awareness and appreciation of home language and culture
- State Standards: Reading 1.0

MELD RATIONALE

Standard English learners must come to understand that their home language and the language of school differ. As Standard English Learners understand exactly how and why their home language differs from the language of school, the language of school becomes more comprehensible and their ability to use the target language- Standard American English-improves.

EXPECTED STUDENT OUTCOMES

- Students will be able to blend, recognize, and pronounce voiced and unvoiced consonant clusters at the end of words.

ACTIVITY STEP-BY-STEP

- Choose a prepared plastic Easter egg to twist and create words.
- Record the words they have created on index cards (hole punched to develop a word bank).
- Use the word bank list to write a sentence utilizing each word. At the end of the week students will bring word bankcards to the teacher for an oral check as they read aloud to the teacher. Teacher will use a checklist to record progress and assess mastery.

Activity: Egg-Cellent

Second Grade

RESOURCES/MATERIALS:

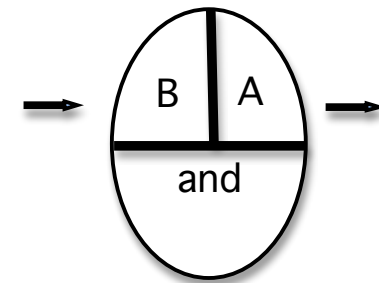
Teacher will need approximately one dozen plastic colored Easter eggs. (May be seasonally available at most grocery and drug stores). On one side of the egg use a sharpie to write the word ending On the other half of the egg write the word beginning i.e./fo/ to create the word fold when the two sides are twisted.

Students will record their created words onto a word bank, easily created by using index cards, a hole punch, and a ring.

After writing all possible combinations students will write each word in a sentence. Making sure each center group is heterogeneous and can support; differing ability levels.

List:

Plastic eggs, Pencils, Sharpie, Paper, Rings, Checklist, Index Cards



REFERENCES:

AEMP Instructional Framework

Teachers Guide To Supporting AA, MA, HA SELs

POSSIBLE ENDINGS AND COMBINATIONS

“ld” –cold, fold, bold, told, old, hold, mold, sold, bold, bald, build, guild

“nd” –band, hand, land, sand, bland, grand, stand, strand, brand, bound, hound, sound, pound, ground, round, found, around, fund

“sk” –desk, disk, risk, husk, whisk, bask, flask, mask, task, tusk

“st” –cast, fast, last, mast, past, vast, blast, test, best, rest, west, nest, mist, first

“ft” –gift, lift, rift, sift, drift, shift, swift, left, raft, loft

“th” –tooth, booth, Ruth, math, bath, with

Activity: Do Two Negatives = A Positive?

Second Grade

MELD CATEGORY

Grammar and Syntax

BRIEF DESCRIPTION

This is a center activity for students to complete individually. Teacher prepares ten sentence strips utilizing the linguistic rule of multiple negation. Students will choose an article or other appropriate word choice to translate the sentence into Standard American English. Articles and word choices will be available to the students on word cards. Students record their sentences on their graphic organizers with the changes they have made. The students conference with teacher to review sentences/word choices weekly.

CURRICULAR CONNECTIONS

- AEMP Benchmarks: Analyze differences between SAE and home language
- State Standards: WOELC 1.0

MELD RATIONALE

As students recognize the differences between their home language and Standard English, they become better able to understand the language requirements of different situations and revise their own work in terms of grammar, syntax, and vocabulary.

EXPECTED STUDENT OUTCOMES

- Begin translating sentences with multiple negatives using words provided by the teacher.
- Be able to write and read the sentences independently.

Activity: Do Two Negatives = A Positive?

Second Grade

ACTIVITY STEP-BY-STEP:

- Students will work individually at the MELD center. The center will contain ten sentences prepared by the teacher. Each strip will contain multiple negation. In a box, the students will find articles and other appropriate word choices
- Students will choose one of these words to translate the sentence into SAE.
- Students will then use a graphic organizer with the same home language sentences pre-written on one side and on the other side.
- Students will write their translated sentence. Students will conference with the teacher and review changes.

NECESSARY RESOURCES/MATERIALS

Ten pre-made sentence strips (see attachment for suggestions)

Graphic organizer (see attached)

Pencils, Word cards, pre-made by the teacher /A/, /the/, /any/, /an/, /doesn't/, /anything/, /aren't/

REFERENCES

Teacher Guides To Supporting African American, Mexican American, and Hawaiian American Standard English Learners

SENTENCE STRIP SUGGESTIONS-ONE SENTENCE PER STRIP

1. She don't give me nothing.
2. I don't got no pencil.
3. I didn't get no ice cream.
4. He don't know nothing.
5. She don't got no money.
6. I don't never get no turn.
7. We ain't goin nowhere.
8. He don't have no excuse.
9. They didn't do nothing.
10. I didn't get no recess.

Activity: Do Two Negatives= A Positive?

Second Grade

Directions: Revise the following sentences that use the rule of multiple negation. The first one is done for you.

Home Language

SAE

1. She don't give me nothing.	1. She doesn't give me <u>anything</u> .
2. I don't got no pencil.	2.
3. I didn't get no ice cream.	3.
4. He don't know nothing.	4.
5. She don't got no money.	5.
6. I don't never get no turn.	6.
7. We ain't going nowhere.	7.
8. He don't have no excuse.	8.
9. They didn't do nothing.	9.
10. I didn't get no recess.	10.

Activity: Sentence Strips - It's In The Past

Second Grade

MELD CATEGORY

Grammar and Syntax

BRIEF DESCRIPTION

Students will use prepared sentence strips written in AAL or MxAL to translate by matching the verb in the sentence strip with a verb written in SAE past tense. Once the match is made, students will copy the sentence in SAE onto a graphic organizer. They will illustrate their sentences by drawing or cutting a picture out of a magazine to match the meaning of each sentence. They will read their sentences to a partner paying special attention to the /ed/ form for past tense as they pronounce or listen to each word.

CURRICULAR CONNECTIONS

- AEMP Benchmarks: Analyze linguistic differences between SAE and home language
- State Standards: WOELC 1.0

MELD RATIONALE

It is critical that students recognize the difference between the home language and SAE, the target language. This center allows students to compare formation of the past tense in their home language to formation of the past tense in SAE. Students need meaningful experiences for practicing the use of SAE grammar and syntax. Students will practice forming the past tense in SAE as well as pronouncing and listening to the pronunciation of words ending in /ed/.

EXPECTED STUDENT OUTCOMES

- Recognize linguistic differences between the home language and SAE
- Identify linguistic features and characteristics of the home language
- Begin to translate
- Compare and contrast linguistic differences between the home language and SAE in particular contexts (contrastive analysis)
- Talk about and distinguish differences in the home language and SAE

ACTIVITY STEP BY STEP

- Students will take out prepared strips in their home language and read them to a partner.

- Working together they will match the past tense in the sentence to an /ed/ verb in SAE. They will insert the SAE verb and re-read the sentence out loud in SAE.
- Students will discuss if this is a correct translation and discuss the difference between the home language and the SAE past tense they have made.
- They will each copy the sentences onto their own graphic organizer
- Students will illustrate their sentences. Students will re-read their sentences to each other and share their illustrations. They will listen carefully to the pronunciation of the SAE verb's ending in /ed/.

RESOURCES/MATERIALS

Prepared sentence strips in AAL or MxAL (labeled as to which language, 5 strips maximum)

Matching /ed/ verbs in SAE (one for each sentence)

Graphic organizer for copying sentences and illustrating

Materials for illustrating (drawing materials or magazines and scissors)

REFERENCES

Teacher Guides To Supporting African American, Mexican American, and Hawaiian American Standard English Learners
State Content Standards

Name _____

Date _____

It's In The Past!

Copy the sentences you made in SAE (Standard American English.) Illustrate your sentences in the space below each one.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Activity: Sentence Strips- It's In The Past

Second Grade

Note: Leave plenty of space between words when writing the sentence strips since the SAE verbs are longer than the AAL and MxAL verbs. This will help students to plug them in right on top of the sentence as they read.

AAL

Sentence for Sentence Strip

(SAE Verb On Separate Strip)

1. Mary cook dinner last night.

(cooked)

2. We move to a new house last week.

(moved)

3. She name the baby Joseph.

(named)

4. Yesterday we crack nuts to eat.

(cracked)

5. Jamal place the cup on the table.

(placed)

6. We watch the Lakers game last night on TV

(watched)

MxAL

Sentence for Sentence Strip

(SAE Verb On Separate Strip)

1. Jenny's uncle kid her about her smile.

(kidded)

2. Jose's mother mend his uniform.

(mended)

3. The movie end happily.

(ended)

4. She trade places with me.

(traded)

5. Last night the boys wait for the bus.

(waited)

6. She visit her grandma last week.

(visited)

Activity: Recognizing Sound Clusters

Third Grade

MELD CATEGORY

Phonology

DESCRIPTION OF ACTIVITY

Students will listen to a group of sentences with missing words and choose between the home language and SAE form of the word to complete the sentence. This activity maybe used during the twenty minute MELD block. This activity may be used with whole group or three or four students at a listening center.

CURRICULAR CONNECTIONS

- AEMP Benchmarks: Analyze linguistic differences between SAE and home language
- STATE Standards: WOELC 1.0

MELD RATIONALE

Two final consonant sounds with the same voicing do not exist in the languages of all SEL groups. Therefore when a SEL encounters a word in SAE with consonant clustering both sounds are not produced. SELs will need explicit teaching of these sound pairs.

- When both consonant sounds are voiced:

Ex. AAL (Col)	SAE (Cold)
MxAL (Mine)	(Mind)
HAL (Spen)	(Spend)

- When both consonant sounds are voiceless:

Ex. AAL (Des)	SAE (Desk)
MxAL (Worst)	(Worse)
HAL (fos)	(Folks)

NOTE: When the morpheme /ed/ is added to a word, consonant clusters with the same voicing are often created as in: Ex. SAE (rubbed). In AAL it will be pronounced (rub).

ACTIVITY STEP-BY-STEP

- Use a tape recorder and record sentences using words that end in st, op, sk, zd, nd, ld, kt, and pt sound clusters.
- Tape the following sentence: I ____ the bus yesterday. Choices- (miss - missed)
- Allow students to listen and choose the appropriate word to complete each sentence.
- Give the students a word choice list to choose from.
- When the sentence is read on tape the students will bubble in the word that best completes the sentence.
- When the activity is completed, allow the students to read their choices orally, then replay the tape and allow students to listen to the SAE word used in each sentence.

RESOURCES/ MATERIALS

Tape recorder

Teachers Guide to Supporting AA, MA, HA Standard English Learners

Activity: Grammatical Features Mini-Books

Third Grade

MELD CATEGORY

Grammar and Syntax

DESCRIPTION OF ACTIVITY

Series of mini-books which address the grammatical features of SEL languages and SAE. Books are written at a beginning fluency level. Each pair of pages presents the home language and SAE version of a sentence. Thus, the student is able to see, read, and recognize the difference in usage between home language and SAE.

Sample Page:

This is Mia and her bes frien Nikki.

This is Mia and her best friend Nikki

They going to the park.

They are going to the park

CURRICULAR CONNECTIONS

- AEMP Benchmarks: Be able to recognize and label the differences between home language and SAE
- State Standards: WOELC 1.0

MELD RATIONALE

This activity familiarizes and provides practice in recognizing the differences in grammatical use of AAL and MAE, which will increase the student's ability to recognize and use SAE in speaking and writing.

EXPECTED STUDENT OUTCOMES

- Students will be able to read, recognize, and articulate home language and SAE grammatical structures.

RESOURCES/MATERIALS

Grammatical Features Mini-books

Teachers Guide to Supporting African American Standard English Learners

Activity: Grammar Box

Fourth Grade

MELD CATEGORY

Grammar & Syntax
(Multiple Negation; Indefinite Article; Plural Marker; Possessive Marker)

DESCRIPTION OF ACTIVITY

Two teams of students (2 per team) will take turns pulling home language sentence strips from the box and placing them in the correct pockets. Each team claims two categories. Team "A" & "B" challenge each other alternately to: 1) Identify the category of the sentence, and 2) Translate sentences from AAL to SAE after only one careful reading.

CURRICULAR CONNECTIONS

- AEMP Benchmarks: Be able to recognize and label the differences between home language and SAE.
- State Standards: WOELC 1.0

MELD RATIONALE

As SELs come to understand how and why their home language differs from the language of school, the language of school becomes more comprehensible and their ability to use the target language (Standard English) improves.

EXPECTED STUDENT OUTCOMES

- Recognize linguistic differences between home language and SAE
- Identify linguistic features and characteristics of SAE
- Extend translation ability

Activity: Grammar Box

Fourth Grade

ACTIVITY STEP-BY-STEP– CENTER & TEACHER PREPARATION

- Paint an empty tissue box and glue pockets labeled "Multiple Negation", Indefinite Article", "Plural Marker" and "Possessive Marker" to the four sides.
- Glue sentences to card stock, laminate, cut into sentence strips and place in top box opening. (See diagram)
- Explain to students that AAL is the result of Africans in America learning English as a second language. Pronunciation of English is based on West African (Niger-Congo) language rules.
- Teach and model the process using transparencies of Features of Morphology and of Syntax - # 1 Pluralization, # 2 Possession, Regularization - #5 Indefinite Article, Difference in Expression - #2 Multiple Negation
- Divide class into teams of two to take turns reporting to the "Grammar's Box" center

NECESSARY RESOURCES/MATERIALS

- Teachers Guide to Supporting African American Standard English Learners
- Sentence Strips

Grammar Box - Sentences**Multiple Negation**

1. I don't have no pencil to do no work.
2. Don't nobody have no excuse!
3. John don't have no money to go to no movie on Saturday.
4. The teacher don't want to hear nothing from nobody!
5. He didn't do nothing so you didn't give him no candy.

Indefinite Article

1. Have you ever seen a elephant eat a egg or a apple.
2. Please put a orange in my lunch and not a apple.
3. He had a egg sandwich for lunch and a ice cream cone for dessert.
4. James got a ball, a shirt and a ink pen for his birthday.
5. You have a opportunity to do well in school if you want to.

Grammar Box - Sentences

Plural Marker

1. Mary had three dollar and five cent to buy the present.
2. Things were quite different fifty year ago.
3. They had six player on their team and we had only five player.
4. The dress cost forty-five dollar and ninety-five cent.
5. How many different food did he have on his plate.

Possessive Marker

1. The teacher chair is right next to her desk.
2. That girl hat and that boy shoes were missing after PE.
3. Mary cousin is coming to spend the summer with her.
4. The baby bottle was empty and there was no more milk.
5. Have you met Joe father and Jose big sister yet?

Activity: "Let's Revise"

Fifth Grade

MELD CATEGORY

Grammar and Syntax

DESCRIPTION OF ACTIVITY

Students will study the language mechanics of SAE & AAL and utilize contrastive analysis to locate and translate forms of African American Language presented in teacher created weekly proofreading paragraphs.

CURRICULAR CONNECTIONS

AEMP Benchmarks: Analyze linguistic differences between SAE and home language

State Standards: WOELC 1.0

MELD RATIONALE

Provides students with opportunities to differentiate the linguistic features of African American Language from those of standard/academic language in order to increase their knowledge of standard/academic English structure.

EXPECTED STUDENT OUTCOMES

- Develop awareness and consistent application in their writing through use of contrastive analysis strategies to support written use of MAE
- Generate written work that reflects knowledge of language conventions
- Become proficient in editing their own work for differences in grammar, vocabulary and syntax

ACTIVITY STEP-BY-STEP

- Students will read weekly assigned paragraphs
- Identify characteristic features of AAL and translate
- Students will rewrite paragraph and underline all changes
- Students will revise using characteristic Flip chart and check work against teacher answer sheet

NECESSARY RESOURCES/MATERIALS

Weekly paragraph, instructional task cards, pencils, paper, Teachers Guide to Supporting African American SELs, transparencies, overhead projector, Flip chart; that supports characteristic features of AAL, answer file.

"Let's Revise" Sample Paragraphs

Fifth Grade

Multiple Negation

My friends and I, all go to L.A 's best after school. Most of us have good work habits. Reyna and I do our Math homework. Rasheeda complete all of her definitions but Camille, she don't never do nothing. She just eat her snack and play with her hair.

My friends and I, all go to L.A 's best after school. Most of us have good work habits. Reyna and I do our Math homework. Rasheeda completes all of her definitions and Camille she never does anything . She just eats her snack and plays with her hair.

One night at summer camp, we all sat around the fire and told scary stories. I don't usually like to hear no spooky stories before I go to bed, but this was fun. Everyone took turns telling a story. It seems like it took forever to get to me, and before I knew it, there wasn't nobody left but me. I was ready to begin until I heard, "lights out".

One night at summer camp, we all sat around the fire and told scary stories. I don't usually like to hear any spooky stories before I go to bed, but this was fun. Everyone took turns telling a story. It seems like it took forever to get to me, and before I knew it, there wasn't anyone left but me. I was ready to begin until I heard, "lights out".

Past-Tense Marker -ed

Last week I finish a book call Brothers of the Knight . It is a modern version of the Twelve Dancing Princesses, but in this story there are twelve dancing boys. The story is written by Debbie Allen and was also performed on stage at the Kennedy Center in Washington, D.C. in 1998. It has beautiful illustrations and celebrates the joy of dance.

Last week I finished a book called Brothers of the Knight It is a modern version of the Twelve Dancing Princesses, but in this story there are twelve dancing boys. The story is written by Debbie Allen and was also performed on stage at the Kennedy Center in Washington, D.C. in 1998. It has beautiful illustrations and celebrates the joy of dance.

"Let's Revise" Sample Paragraphs

Fifth Grade

Indefinite Article (a/an)

During summer break my family goes on vacation. We usually spend our vacations in the state of California. This year we are going to Hawaii on a airplane. It will be my first time flying on a plane. I hear it's a beautiful place. I can't wait to get there.

During summer break my family goes on vacation. We usually spend our vacations in the state of California. This year we are going to Hawaii on an airplane. It will be my first time flying on a plane. I hear it's a beautiful place. I can't wait to get there.

Mellyssa always wanted to be a artist. She never thought of being anything else. She wanted to create covers and illustrations for children's books. She finally got her chance. She met a editor who spoke during career day at school. He asked her to do the pictures for a book that was being written by children.

Mellyssa always wanted to be an artist. She never thought of being anything else. She wanted to create covers and illustrations for children's books. She finally got her chance. She met an editor who spoke during career day at school. He asked her to do the pictures for a book that was being written by children.

Kobe Bryant is a good basketball player. He plays for the Los Angeles Lakers. People usually compare him to Michael Jordan. If I were Kobe I would feel really good about that because Michael Jordan is a amazing player.

Kobe Bryant is a good basketball player. He plays for the Los Angeles Lakers. People usually compare him to Michael Jordan. If I were Kobe I would feel really good about that because Michael Jordan is an amazing player.

"Let's Revise" Sample Paragraphs

Fifth Grade

Third Person Singular

My neighbor got a dog name Spike. He bark all the time. He make all the other dogs in the neighborhood start barkin too. They bark so loud, I cain't even sleep at night.

My neighbor has a dog named Spike. He barks all of the time. He makes all the other dogs in the neighborhood start barking too. They bark so loud, I can't even sleep at night.

Possession/Possessive Marker

My brother hobby is collecting baseball cards. He got so many of them, I can't keep count. He keeps 'em in a big red book underneath his bed. My cousin also has a collection, but, my cousin collection is not as big as my brother collection.

One of my brother's hobbies is collecting baseball cards. He has so many of them I can't keep count. He keeps them in a big red book underneath his bed. My cousin also has a collection, my cousin's collection is not as big as my brother's collection.

Reflexive Pronouns

Alma and Keyonna helped their neighbor clean her yard. She was so pleased with their work that she gave them each ten dollars. On the way home they treated theyselves to some ice cream. They saved the rest of they money so that they could go to the movies on the weekend.

Alma and Keyonna helped their neighbor clean her yard. She was so pleased with their work that she gave them each ten dollars. On the way home they treated themselves to some ice cream. They saved the rest of their money so that they could go to the movies on the weekend.

"Let's Revise" Sample Paragraphs

Fifth Grade

Reflexive Pronouns

Mr. Green lives next door to me. He is a very nice man. He often talks to hisself. I used to think that he was weird, but now I've gotten used to him. The other kids in the neighborhood think he crazy. I tell them that he's not.

Mr. Green lives next door to me. He is a very nice man. He often talks to himself. I used to think that he was weird, but now I've gotten used to him. The other kids in the neighborhood thinks he is crazy. I tell them that he's not.

Third Person Singular Marker

My teacher say that we have to write in cursive in the fifth grade.

My teacher says that we will have to write in cursive in the fifth grade

My friend Bilal say it just takes time, he say I have to practice.

He write real neat, he write just like my teacher.

My friend Bilal says it just takes time, he says I have to practice.

He writes real neat, he writes just like my teacher.

"Let's Revise" Sample Paragraphs

Fifth Grade

Past Tense Copula (was/were)

This year we went to Hawaii during winter break. It was a long trip. We was tired after the long plane ride, so we took a nap. It was a very short; nap, because we was so excited we couldn't sleep. It was hot, so the first thing we did was put on our swimming suits and jumped in the water.

This year we went to Hawaii during winter break. It was a long trip. We were tired after the long plane ride, so we took a nap. It was a very short; nap, because we were so excited we couldn't sleep. It was hot, so the first thing we did was put on our swimming suits and jumped in the water.

Present Tense Copula (is/are)

My niece is studying to become an actress. One day she ___ going to be a famous TV star. She also likes theatre, so she may be on Broadway too. She says it is hard work, but it is worth it.

My niece is studying to become an actress. One day she is going to be a famous TV star. She also likes theatre, so she may be on Broadway too. She says it's hard work, but it's worth it.

Activity: Bingo with AAL Linguistic Features

Fifth Grade and Up

MELD CATEGORY

Grammar and Syntax

DESCRIPTION OF ACTIVITY

This activity is intended to be utilized as a MELD center activity only. It is played much like a typical game of Bingo. As a selected student reads a sentence from either the linguistic feature sentences included in this activity, from a teacher documented list of AAL uttered by students in the classroom, or from literature that contains AAL, SELs who are playing the game will then match that sentence to it's linguistic feature located on their card (if it is included on their card). The player who accurately matches an entire row or column first, wins! You may want to challenge students by having them complete the entire card, if so, then the first player to accurately complete an entire card, would be the winner! This MELD center activity accommodates up to 5 students : 1 reader & up to 4 players. Materials needed: Game markers or chips, the most practical substitutes are buttons or dried beans.

CURRICULAR CONNECTIONS

AEMP Benchmark: Be able to recognize & label the differences between the home language and MAE.
State Standards: WOELC 1.0

MELD RATIONALE

To promote literacy, learning, & second language acquisition in SELs.

Activity: Bingo with AAL Linguistic Features

Fifth Grade and Up

Note: When playing Linguistic Feature bingo you may utilize the following sentences to identify the Linguistic Features, or you may choose to call out AAL that you have heard your students use in class or that they have written in essays. You may also choose to call out AAL found in literature such as: Roll of Thunder, Hear my Cry, 100 Penny box, and The People Could Fly.

AAL

Possession/Possessive Marker

The baby toy is broken.

Darlene cousin is outside playing Double Dutch

Are you going to fix David laptop?

My momma car is in the shop.

Prepare the baby bottle for me, please!

Third Person Singular Marker

Jerry swim on Tuesday at the YMCA.

He write real neat.

The dog bark at the sheep when we walk by.

She talk too much

My grandma cook real good

Past Tense Marker-ed

He walk to the store last week.

Jimmy jump high yesterday at PE.

Last night, we watch TV until 3:00 am.

Last year for Kwanzaa, we bake cookies.

SAE

Possession/Possessive Marker

The baby's toy is broken.

Darlene's cousin is outside playing Double Dutch.

Are you going to fix David's laptop?

My momma's car is in the shop.

Prepare the baby's bottle for me, please!

Third Person Singular Marker

Jerry swims on Tuesday at the YMCA.

He writes real neat.

The dog barks at the sheep when we walk by.

She talks too much.

My grandma cooks real good.

Past Tense Marker-ed

He walked to the store last week.

Jimmy jumped high yesterday at PE.

Last night, we watched TV until 3:00 a.m.

Last year for Kwanza we baked cookies.

Activity: Bingo with AAL Linguistic Features

Fifth Grade and Up

Indefinite Article

He ate a apricot for lunch.

I boiled a egg.

Karla saw a elephant at the zoo.

I peeled a orange at nutrition.

Leona bought a ice cream cone for Franklin.

Present Tense Copula

You a pretty girl.

We still friends, right?

He on the phone, mama.

They at the zoo right now.

He big for a second grader.

Reflexive Pronouns

He walked home all by hisself.

The Johnson family made it home by theirselves.

He talks to hisself sometimes.

They should take care of it theirselves.

Past Tense Copula

They was getting on my nerves.

We was dancing for a long time last night.

The children was sitting there all day long.

Both of them was studying in the library yesterday.

Indefinite Article

He ate an apricot for lunch.

I boiled an egg.

Karla saw an elephant at the zoo.

I peeled an orange at nutrition.

Leona bought an ice cream cone for Franklin.

Present Tense Copula

You are a pretty girl.

We are still friends, right?

He is on the phone, mama.

They are at the zoo right now.

He is big for a second grader.

Reflexive Pronouns

He walked home all by himself.

The Johnson family made it home by themselves.

He talks to himself sometimes.

They should take care of it themselves.

Past Tense Copula

They were getting on my nerves.

We were dancing for a long time last night.

The children were sitting there all day long.

Both of them were studying in the library yesterday.

Activity: Bingo with AAL Linguistic Features

Fifth Grade and Up

Pluralization

I spent twenty-five cent at the store.

Mr. Timm paid ten dollar for that game.

We want five girl to volunteer for the show.

A Now/Later cost ten cent.

Multiple Negation

I ain't got none.

No, you shouldn't go nowhere

I don't want to be no ball monitor

She don't neva want to play with me.

Pluralization

I spent twenty-five cents at the store.

Mr. Timm paid ten dollars for that game.

We want five girls to volunteer for the show.

A Now/Later cost ten cents.

Multiple Negation

I don't have any.

No, you shouldn't go anywhere.

I don't want to be a ball monitor.

She never wants to play with me.

LINGUISTIC FEATURE BINGO CARDS

B	I	N	G	O
Present Tense Copula AAL	Possession SAE	Reflexive Pronoun AAL	Past Tense Copula AAL	Third Person Singular SAE
Indefinite Article SAE	Pluralization AAL	 FREE SPACE	Multiple Negation AAL	Past Tense Marker ED AAL
Past Tense Copula SAE	Past Tense Marker ED SAE	Indefinite Article AAL	Pluralization SAE	Possession AAL

LINGUISTIC FEATURE BINGO CARDS

B	I	N	G	O
Reflexive Pronoun SAE	Past Tense Marker ED SAE	Multiple Negation SAE	Present Tense Copula AAL	Indefinite Article SAE
Third Person Singular AAL	Possession AAL	FREE SPACE	Possession SAE	Reflexive AAL
Present Tense Copula SAE	Past Tense Copula AAL	Pluralization SAE	Indefinite Article AAL	Multiple Negation AAL

LINGUISTIC FEATURE BINGO CARDS

B	I	N	G	O
Present Tense Copula AAL	Possession SAE	Reflexive Pronoun AAL	Past Tense Copula AAL	Third Person Singular SAE
Indefinite Article SAE	Pluralization AAL	FREE SPACE	Multiple Negation AAL	Past Tense Marker ED AAL
Past Tense Copula SAE	Past Tense Marker ED SAE	Indefinite Article AAL	Pluralization SAE	Possession AAL

LINGUISTIC FEATURE BINGO CARDS

B	I	N	G	O
Reflexive Pronoun SAE	Past Tense Marker ED SAE	Multiple Negation SAE	Present Tense Copula AAL	Indefinite Article SAE
Third Person Singular AAL	Possession AAL	FREE SPACE	Possession SAE	Reflexive AAL
Present Tense Copula SAE	Past Tense Copula AAL	Pluralization SAE	Indefinite Article AAL	Multiple Negation AAL

LINGUISTIC FEATURE BINGO CARDS

B	I	N	G	O
Past Tense Marker ED AAL	Multiple Negation AAL	Past Tense Marker ED SAE	Indefinite Article AAL	Present Tense Copula AAL
Indefinite Article SAE	Pluralization SAE	FREE SPACE	Reflexive SAE	Third Person Singular AAL
Possession SAE	Reflexive AAL	Possession AAL	Past Tense Copula AAL	Present Tense Copula SAE

LINGUISTIC FEATURE BINGO CARDS

B	I	N	G	O
Multiple Negation	Past Tense Marker ED	Indefinite Article	Third Person Singular	Past Tense Copula
SAE	AAL	SAE	AAL	AAL
Possession	Reflexive Pronoun	FREE SPACE	Past Tense Copula	Reflexive Pronoun
AAL	AAL		SAE	SAE
Pluralization	Indefinite Article	Third Person Singular	Past Tense Marker ED	Pluralization
AAL	AAL	SAE	SAE	SAE

Activity: Bingo with MxAL Linguistic Features

Grades 5 and Up

DESCRIPTION OF ACTIVITY

This activity is intended to be utilized during MELD to facilitate metalinguistic awareness. It may be done whole group, small group, or at centers as an enrichment activity. It is played much like a typical game of bingo. A selected student may read a sentence from the linguistic feature sentences included in this activity, from a teacher documented list of MxAL uttered by SELs in the classroom, or from literature that contains MxAL. Students who are playing the game will then match that sentence to it's linguistic feature located on their card (if it is included on their card). The player who accurately matches an entire row or column first, wins!

You may want to challenge students by having them complete the entire card, if so, then the first player to accurately complete an entire card, would be the winner! This MELD center activity accommodates up to 5 students: 1 reader & up 4 players. Materials needed: Game markers or chips, the most practical substitutes are buttons or dried beans.

CURRICULAR CONNECTIONS

AEMP benchmark: Be able to recognize label the differences between the home language and SAE
State Standard: WOELC 1.0

MELD CATEGORY

Grammar and Syntax

MELD RATIONALE

To promote literacy, learning, & second language acquisition in SELs.

EXPECTED STUDENT OUTCOMES

Students will be able to identify linguistic features & characteristics of MxAL in comparison to SAE. Students will compare and contrast the rules that govern the structure of each language in order to translate their sentences.

Activity: Bingo with MxAL Linguistic Features

Grades 5 and Up

Note: When Playing Linguistic Feature Bingo you may utilize the following sentences in order for the students to identify the Linguistic Features or you may choose to use MxAL (both oral and written) that you have heard your students use in class. Examples of MxAL found in literature (see MxAL booklist) work equally as well.

MxAL

Word Final Consonants

He doesn mine if you talk.

She was the worse teacher ever.

Rosa's mom is all strick with her.

We loss the baseball game 4-2.

Third Person Singular Marker

Genaro swim on Tuesday's at the YMCA.

He write real neat.

The dog bark at the people.

She talk too much.

My grandma cook real good.

Past tense Marker-ed

He walk to the store last week.

Jimmy jump the hurdle in PE.

Last night we watch TV until 3:00 am.

The car pass us honking its horn.

Last year for *Las Posadas* we bake cookies.

SAE

Word Final Consonant

He doesn't mind if you talk.

She was the worst teacher ever.

Rosa's mom is very strict with her.

We lost the baseball game 4-2.

Third Person Singular Marker

Genaro swims on Tuesday's at the YMC

He writes very neatly.

The dog barks at the people.

She talks too much.

My grandma cooks very well

Past Tense Marker-ed

He walked to the store last week.

Jimmy jumped over the hurdle in PE.

Last night we watched TV until 3:00 am.

The car passed us honking its horn.

Last year for *Las Posadas* we baked cookies.

Activity: Bingo with MxAL Linguistic Features

Grades 5 and Up

MxAL

Indefinite Article

He ate a apple for lunch.

I boiled a egg.

Karla saw a elephant at the zoo.

I peeled a orange at nutrition.

Leonor bought a ice cream cone for Francisco.

Homophones

I can fine my shoes.

I need a new pin.

We bought a couch for the din.

What's all the fuzz about?

They have life lobsters in a tank.

Topicalization

Carlos went to the movies.

My father is at work right now.

Yvette is always late.

The doctor is always busy.

SAE

Indefinite Article

He ate an apple for lunch.

I boiled an egg.

Karla saw an elephant at the zoo.

I peeled an orange at nutrition.

Leonor bought an ice cream cone for Francisco.

Homophones

I can't find my shoes.

I need a new pen.

We bought a couch for the den.

What's all the fuss about?

They have live lobsters in a tank.

Topicalization

Carlos he went to the movies.

My father he's at work right now.

Yvette she's always late.

The doctor he's always busy.

Prepositional Variation

Marta left her drink in the table.

Obama is the President in the United States.

He left his football in the park.

We bought you a tent for you can go camping.

We all make mistakes along life.

Stress Patterns

Tooday is a very special day.

Can you reepeat that for me, please?

I couldn't deecide which pair of shoes I liked better.

Multiple Negation

I don't got none.

He ain't no ball player.

She don't ever want to share none of her snacks.

Nobody knows nothing.

No, you can't go nowhere.

Prepositional Variation

Marta left her drink on the table.

Obama is the President of the United States.

He left his football at the park.

We bought you a tent so that you can go camping.

We all make mistakes in life.

Stress Patterns

Today is a very special day.

Can you repeat that for me, please?

I couldn't decide which pair of shoes I liked more.

Multiple Negation

I don't have any.

He isn't a ball player.

She doesn't ever want to share any of her snacks.

No one knows anything.

No, you can't go anywhere.

Linguistic Feature Bingo Cards

B	I	N	G	O
Imbedded Question Inversion MxAL	Multiple Negation MxAL	Stress Patterns MxAL	Indefinite Article MxAL	Homophones MxAL
Prepositional Variation MxAL	Topicalization MxAL	FREE SPACE	3 rd Person Singular Marker MxAL	Past Tense Marker-ed MxAL
Word Final Consonants MxAL	Past Tense Marker-ed SAE	Multiple Negation	3 rd Person Singular Marker SAE	Homophones MxAL

Linguistic Feature Bingo Cards

B	I	N	G	O
Imbedded Question Inversion MxAL	Past Tense Marker-ed SAE	Stress Patterns MxAL	Past Tense Marker-ed MxAL	3 rd Person Singular Marker MxAL
Prepositional Variation MxAL	Topicalization MxAL	FREE SPACE	Homophones MxAL	Indefinite Article MxAL
Word Final Consonants MxAL	Multiple Negation MxAL	Multiple Negation SAE	3 rd Person Singular Marker SAE	Homophones MxAL

Linguistic Feature Bingo Cards

B	I	N	G	O
Homophones MxAL	Topicalization MxAL	Multiple Negation MxAL	3 rd Person Singular Marker SAE	Past Tense Marker-ed SAE
Multiple Negation MxAL	Prepositional Variation MxAL	FREE SPACE	3 rd Person Singular Marker MxAL	Past Tense Marker-ed MxAL
Word Final Consonants MxAL	Homophones MxAL	Stress Patterns MxAL	Indefinite Article MxAL	Imbedded Question Inversion MxAL

Linguistic Feature Bingo Cards

B	I	N	G	O
Prepositional Variation MxAL	3 rd Person Singular Marker MxAL	Past Tense Marker- ed SAE	Indefinite Article MxAL	Multiple Negation MxAL
Homophones MxAL	Topicalization MxAL	FREE SPACE	Homophones MxAL	Stress Patterns MxAL
Word Final Consonants MxAL	Imbedded Question Inversion MxAL	Multiple Negation SAE	3 rd Person Singular Marker SAE	Past Tense Marker-ed MxAL

Culturally Responsive Pedagogy and Language Development

Reading References: Culturally Responsive Teaching

Adapted from Noma LeMoine, Ph.D. compiled List

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