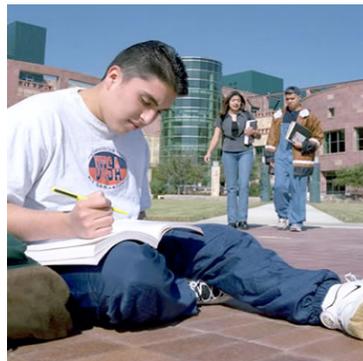




LOS ANGELES UNIFIED SCHOOL DISTRICT
Programs for Standard English Language Learners
Office of Academic English Mastery and Proficiency Plus



SECONDARY
MAINSTREAM ENGLISH LANGUAGE DEVELOPMENT
INSTRUCTIONAL GUIDE
LESSONS AND ACTIVITIES FOR STANDARD ENGLISH LEARNERS



Successful Strategies for Teaching Standard English Learners

Developed by the

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OVERVIEW

AEMP Teachers;

This is truly a work in progress. Before delving into this document, please understand that this is the secondary level Mainstream English Language Development (MELD) Instructional Guide designed for teachers of Standard English Learners (SELs). The MELD Handbook provide the conceptual approach for supporting the core reading and English/Language Arts curricula, which traditionally have underinvested in the cultural and linguistic assets of SELs.

Who are Standard English Learners (SELs)? SELs are students for whom Standard English is not native and who need to acquire the language and literacies of school. Historically speaking, the American school system has had great difficulty serving the needs of SELs. As a group, these students have 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, and 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 culturally responsive instructional program and educational environment that takes into consideration their learning styles and strengths. This handbook represents the Academic English Mastery's effort to assure that SELs will be provided with such opportunities to learn and to reach their full potential.

What is Mainstream English Language Development (MELD)? MELD 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 loudly to the most effective practices for SELS in achievement of the standards. 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 that secondary teachers incorporate MELD instruction into the core curriculum on a daily basis.

This Instructional Guide is divided into two sections. Section one is comprised of three MELD Units which contain developed lessons based around the INTO, THROUGH, BEYOND planning model. Section two is comprised of a series of hands-on activities created by the very best of the AEMP teachers. Many of the activities address specific lesson objectives from the Instructional Guides. All of the contents are based on the Academic English Mastery Program as an intervention program aligned with State content standards and designed to address the language, literacy, and learning needs of Standard English Learners.



INSERT GRAPHIC

Introducing MELD in the Classroom: Unit 1: Linguistic and Cultural
Mainstream English Language Diversity
Development Instructional Units

Unit 1: 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.

1. Languages spoken around the world
2. Languages spoken in the United States
3. Languages spoken in the school and the local community
4. Languages spoken in my home

Unit 1: Linguistic and Cultural Diversity

Lesson A

I. Languages and Cultures Around the World (Secondary)

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 according to specific content area. Engage students in a discussion as to who these people are, the places that they come from, and the languages that they speak.

Suggested format: gallery walk where students survey pictures and poster around the classroom, cooperative learning groups work from a selected array of pictures, slide show of pictures where students record responses on a template corresponding to each slide

2. Chart student responses to the following questions or have students develop questions about the pictures content

Suggested format: Describe the cultural origin? Describe the physical environment. Speculate what language might be spoken. Hypothesize what the photos have in common as they relate to content area.

3. Point to an area on a map or globe. Guide students through a discussion of language and culture and how it contributes to math, science, etc. Engage students in discussions as to what a student in another area of the world might be learning in algebra, geology, biology, literature etc.

THROUGH

Read literature about culturally diverse people and places

1. Read and discuss literature about culturally diverse people and places within the content area.
2. Have students compare and contrast the analysis of the text.
3. Have students describe the different objects, practices, methodologies, and artifacts that are illustrated.

Suggested Literature: The Melting Pot, Anna Quindlan Holes, Lewis Sanchar, The Story of Cinderella from a variety of cultures.

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 as it relates to their content area. Suggestion: Students create shapes of content objects i.e.: beaker, rocks, pi, book.
2. Narrative Writing: Responding to the question "What Do You See" students generate essays 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. In addition students may create a story board display about a particular culture, describing where the people live, foods, clothes, spiritual beliefs, and languages.

Additional Instructional Activities to support this lesson in the content area:

- Guide the students' comprehension process by creating graphic representations to text (e.g., clusters, outlines, KWL Chart, T-Chart, Venn Diagram, Star Diagram).
- Point out to students that the universal elements of culture among ancient societies, including language, technology, institutions, and beliefs are evident across the centuries in American society today 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.
- Expose students to objects, artwork, or artifacts from another country and have them hypothesize the significance or purpose of each.
- Encourage students to apply new learning about cultures to a rap, verse or song.
- Involve students in storytelling of folktales from around the world.

SECONDARY MELD

- Use 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, then lead a class discussion on students' responses.
- Involve students in a discussion on the universal elements of culture among ancient societies, including language, technology, institutions, and beliefs, that are evident in American society today through the descendants of immigrants from all over the world.
- Expose students to music, literature, poetry, artwork, technology 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, poetry, dances, and songs; preparing materials for and taking part in debates and discussions.
- Direct student research on language and culture using a variety of resources and reference materials, such as atlases, computers, almanacs, encyclopedias, texts, books, newspapers or magazines.
- Provide instruction to students on how to paraphrase information found in reference materials regarding culture and language.
- Develop students' use of interview techniques to find out about a language and culture.
- Solicit students who have traveled to another country to share a personal event or experience about their travels.
- Have students explore word roots from different languages such as Greek and Latin- "*hemi*," "*auto*," "*bio*," "*tale*," and "*poly*," making students aware that the English language has borrowed many words from other languages.
- Encourage students to use word parts to figure out word meaning.
- Have students utilize thesaurus and dictionaries to look up meaning of word roots and apply them to new vocabulary.

Materials and Resources

Videos (Africa, Asia, Australia, Europe, North America, South America, and Central America), embassies, libraries, museums, internet, encyclopedias, texts, books, graphic organizers, documentaries, audiotapes, photographs, pictures, maps, primary and secondary sources such as people, documents, ledgers, radio, television, realia, literature, poetry, music, art, and artifacts.

Unit 1: Linguistic and Cultural Diversity

LESSON B

II. Languages and Cultures in the United States (secondary)

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

Social Studies/ELA

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 and the different cultural practices. 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.

Mathematics

Refer to Secondary Mathematics Concept Lesson.

Suggested Resources (IG 7th grade)

Joy Luck Club, Amy Tan

From Immigrant Kids, Russel Friedman

Barrio Boy, Earnesto Galarza

BEYOND

How did your family come to America? 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 explaining what each scene depicts.
3. Expository Writing: Research and write a report on an immigrant to America. Students may read biographies about immigrants. Students write a report that includes ancestral origin, and cultural orientations, and accomplishments.

LESSON C

II. Languages and Cultures in the United States (Social Studies: secondary)

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 hegemonic development of our society and it's 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 discussion of its legality and the word, "illegal alien." Ask the students to discuss any personal experiences with immigrants or their immigration. Chart responses using a T- chart or a use the "clustering" method. 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 only looking at the historical evolution of a social construction utilized throughout the world to establish a modern (post renaissance) nationalistic definition of sovereignty.
3. Encourage the use of all words associated with their construction (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

1. 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:
 - List some reasons why anyone would leave their country, often enduring hardships to come to the United States?
 - Explain why Salvador does not want Lupita to beg, and determine the significance of discarding the coin.
 - Compare and contrast life in Tijuana to their present lives in the United States. life in
 - 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"?
2. Have the student s make a chart or diagram, showing the pressures and problems that Lupita faces throughout the book.
3. Locate Spanish words throughout the text. In cooperative groups determine the meaning of the words from the context in which they are used. Ask them to create a Spanish /English Thesaurus or incorporate them into a personal 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

SECONDARY MELD

- 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 and making audio recordings, may serve as alternatives to note taking.
- Encourage students to ask parents and grandparents to share pictures and stories about their lives when they were children; their communities, occupations, education, interactions and transportations.
- 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 the Venn diagram graphic organizer, 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., Eskimos with Navajos or to students own ethnic groups).
- Students compare and contrast quincinera, bar/bat mitvah, sweet sixteen of teenagers in their cultures.
- Students 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 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.

Science: In what ways do immigrants adapt? Does adaptation become assimilation over time?

Materials/Resources

Videos (*American Tongues*, *Yeah You Rite*, and *The Story of English*), 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. *Latinos in the Making of the United States*. New York: Franklyn Watts, 1995. Bode, Janet. *New Kids on the Block: Oral Histories of Immigrant Teens*. New York: Franklyn Watts, 1989.

Unit 1

Linguistic and Cultural Diversity

LESSON D

III. Languages and Cultures in the School Community (secondary)

INTO

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

1. **Mathematics** : Collect data that reflect various cultures and languages in your community, neighborhood or school. This may include businesses, families, music, foods (restaurants). Develop a frequency table. Use collected data to graph information. Select a graph to illustrate data. Determine why certain graphs are chosen to depict data and how these can be used to influence particular outcomes.

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. (ELA, History/Social Science)

THROUGH:

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	Ancestral
Origin	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.

BEYOND

Cultural Group Comparisons

1. Develop a long term research project requiring students to analyze the geographic, political, economic, religious structures of their community
2. Analyze the cause and effects of the geographic, political, economic, religious, choices made for communities.
3. Identify the layers of your community in a diagram and explain the relationship of the layers. Design an organizational chart to illustrate your findings.
4. Calculate the percentage of diverse languages represented within a community. Define what services i.e.: school, healthcare, housing, are accessible to persons speaking languages other than English.

SECONDARY MELD

5. Locate probable compromises to health and wellness with regard to school and housing locations. What proactive steps should have been taken to ensure best outcomes for the community and what steps can be taken now?
6. Based on data, at this rate, predict what would be the predominant language spoken in your community 10 years from now. Apply algebraic technique to solve rate problems.

Materials/Resources

Interview questions, Data collection sheet, Graph paper, core literature book

Suggested Literature:

The Amigo Brothers by Piri Thomas

Two Kinds by Amy Tan

Melting Pot by Anna Quindlen

I Know Why the Caged Bird Sings by Maya Angelou

The Bluest Eye by Toni Morrison

House on Mango Street by Sandra Cisneros

LESSON E**III. Languages and Cultures in the School Community (secondary)****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. Students observe a portion of “ Do you speak American?” Engage students in discussion of language requirements for different situations. Engage students in discussion on the varieties of language use among their peers, family, and the school setting. Challenge students to distinguish and explain situations where the language of the home or school should be used. Speculate on analogies and meaning based upon situations and cultural proximity.
2. Encourage the common interest in inter-generational and cross-cultural uses of words ie: mac, cool, dog, phat, da bomb.
3. Inform the students that it is their task to create a situation utilizing the language of that situation and the cultural linguistic cues that breath 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 TV shows that are popular with your student population. Have them analyze it with a critical eye around the elements of plot, setting, character and dialogue.
2. Compare and contrast the TV models with their own language experiences. Use a graphic organizer for this purpose.

BEYOND

1. Discuss the role that culture plays in the development of the playwrights. Invite students 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.
 - Students should be looking for cultural cues when writing a script. They serve as both the subject and object of this project. What interests them is often are embedded with cultural and linguistic cues that draw them to the literary piece.
2. Skits should be video taped. The authors/producers of each skit should be interviewed documenting their process and learning from this project.
3. Evaluation of skits/scripts should be based on a rubric according to the content standards.

Additional Instructional activities to support these lessons

- o 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.).
- o 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 organizes, audiotapes, primary and secondary sources such as people, documents, ledgers, radio, television, literature, poetry, music, realia, art, and artifacts. Cool Salsa. Lori M. Carlson. Henry Holt and Company, NY. 1994, Drink Cultura. José Antonio Burciaga. Johua Odell Editions, Santa Barbara; 1993. Hurston, folklore, Memoirs, & other Writings. Zora Neale Hurston. Library of Congress, August Wilson

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<http://www.chicanas.com/cultura.htm>

LESSON F**IV. Languages and Culture in the Home (Secondary)****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. Discuss the different cultural styles that they exhibit. For example, wearing of cornrows, various dances, piñatas, particular types of ethnic foods.

Mathematics

1. Describe mathematical operations in home language. Explain how these operations are used in math disciplines (algebra, geometry).
2. Engage students in journaling their current attitudes toward math.

THROUGH**Reading literature about home language and culture**

1. View and discuss sitcoms, which depict the students' home language and culture. Identify linguistic patterns. Refer to Academic English Mastery Program Matrix of Linguistic Features for African & Mexican American Standard English Learners.
2. Have students identify and discuss cultural aspects that they personally identify with.
3. Have students journal the importance of loving who they are and valuing the difference that they have from other people in other cultural groups on an ongoing basis.
4. Students create a cross cultural book of music, art, foods, ceremonies etc. that are common to diverse groups within their community.

Mathematics

1. Teacher lists the academic terms for mathematical operations. Student sort and classify the list into their personal thesaurus.

SECONDARY MELD

2. Describe in detail how to solve a linear equation. If necessary, students translate from home language to the language of assessment.

Science : Explain how home language and Standard English work together to provide a pathway for literal and abstract comprehension ie: analogy Home language is to academic language as cells are to tissue

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

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.

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 and 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 – MELD UNIT I continued African American Language

It is estimated that 80 to 90 percent of all African Americans speak African American Language (AAL) at least some of the time. However, despite its widespread use among African Americans at all social and economic levels, there continues to be concern over its validity and continued use. Many of the concerns arise from a lack of knowledge and appreciation for the history of AAL and the philosophy behind its use.

Given the fact that AAL is not "formally" taught in schools to African American children and, yet, has widespread use among African Americans, it must serve some important functions in the African American community. If AAL served no important function, it would become extinct like other cultural relics because all languages are functional tools that change and adapt to cultural and technological demands. If they cease to do this, they cease to exist as a living language.

One's language is a model of his or her culture and of that culture's adjustment to the world. All cultures have some form of linguistic communications; without language, the community would cease to exist. To deny that a people has a language to express its unique perspective of the world is to deny its humanity. Furthermore, the study of language is a study of the people who speak that language and of the way they bring order to the chaos the world.

Consequently, the study of AAL is really an examination of African people and their adjustment to the conditions of American slavery. Ethnolinguists define AAL as a continuation of African languages in America. Africans came to this country as speakers of indigenous Bantu languages. The conditions of slavery forced them to learn English vocabulary,

which they subconsciously integrated into the structure of their indigenous Bantu language. Anyone acquiring a second language goes through a similar process.

The Africans on plantations could not use their indigenous African languages partly because they were restricted from gathering in groups larger than two and three. The Africans were also separated by different language groups in order to hamper communication and prevent rebellion. Furthermore, Southern states instituted laws that promised death for African caught using African language in America. These restrictions affected the development of AAL.

There are two ways to learn language: intuitively by subconsciously divining the rules of the language from caregivers or formally in school. Enslaved Africans did not have access to either. They were not raised by speakers of English, and they were denied access to America's educational institutions for 200 years. In short, relative to voluntary immigrants in America, Africans were deprived political, economic, and educational opportunities. Despite these inequities, African people developed their language form without the benefit of educational institution.

Much has been written about the origins of AAL even though the issue seems to be resolved for linguists, the rest of the world is still lingering.

Unit 1

Linguistic and Cultural Diversity

APPENDIX - MELD UNIT I CONTINUED

It places the African in a unique position unlike any other immigrants to America. Linguistic rationales and analyses are given for every other group that entered America pronouncing the words differently and/or structuring their sentences in a unique way. Therefore, when the German said *zis* instead of *this*, America understood. But, when the African said *dis*, no one considered the fact that consonant combinations such as *th* may not exist in African languages. African Americans

are endowed with knowledge of an indigenous rule system against which they lay an English vocabulary system. Once teachers recognize that AAL is Bantu-rich rather than English-deficient, we will have a better basis for helping these children master the language of instruction.

Source: Shirley Weber, The Need to Be: The Socio-Cultural Significance of Black Language

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 Mexican-Americans or 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 Mexico 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.

Source: Joyce Penfield; Chicano English: Implications for Assessment and Literacy Development.

Bilingual Education Paper Series (December 1982)

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:**

SECONDARY MELD

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 “fluent “ English speakers (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 for Supporting Mexican American SELs

Unit 1

Linguistic and Cultural Diversity

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
Bregali	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	Lituanian	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

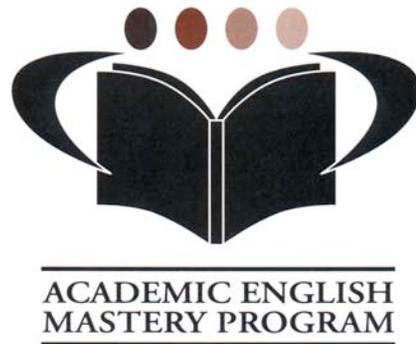
Gullah	wun	tu	tn:	fo:	FoiB	slks	seBm	et	noin	ten
Jamaican	wan	tuu	ch(r)ii	fuo	faiv	siks	seven	jet	nain	ten
Virgin Is.	an	tu	tn	fo	foiv	siks	sebn	et	noin	ten
Guyanese	wan	tu	tn:	i for	fajv	siks	sebm	et	najn	ten
Sranantongo	wan	tu	dri	fo	feyfi	siksi	seybi	ayti	neygi	tin
Saramaccan	wan	td	dii	fo'	felfi	sikisi	séibi	áiti	ne'igi	téni
Krio	wan	tu	tn	fo	fayv	siks	sevin	et	nayn	ten
West African	wan	tu	tn	fo	fayf	siks	seben	et	nayn	ten
Djuka	wan	tu	dii	fo	feifi	sigisi	seibi	aiti	neigi	tin
Nigerian	won	Ui	tre	fo	fayv	sis	sevin	et	nayn	ten
					faiv	se?ks	sebm	ex?	nain	ten

PACIFIC

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

ZULU-BASED

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

INSERT GRAPHIC HERE

Unit 2: Language
Variation and
Characteristic
Linguistic Features of
Nonstandard Languages

Unit 2

Language Variation and Characteristic Linguistic Features of Nonstandard Languages

RATIONALE:

This unit addresses language variation in SELs with 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

ACADEMIC ENGLISH MASTERY PROGRAM GOAL:

Acquire knowledge of and develop appreciation for linguistic and cultural diversity

BENCHMARKS

- Recognize and label linguistic features of home language and Standard English
- Be able to label and recognize the differences between the home language and MAE
- Recognize the language requirements of different situations
- Communicate effectively in cross cultural environments

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 Characteristic Linguistic Features of Nonstandard Language

MELD UNIT II

Treatment of Consonant Clusters

Feature(s): Voiced and unvoiced consonant dusters 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 (1996), 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-Mexican-American Language: A similar phenomenon occurs in Chicano English (MxLA) 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, SEL's 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 MxLA 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 Characteristic Linguistic Features of Nonstandard Language

LESSON A

I. HISTORICAL DEVELOPMENT OF AFRICAN AMERICAN LANGUAGE AND CHICANO ENGLISH

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. Lead student into a discussion as to the rationale behind their responses.

THROUGH

1. Journal Writing - Use Journal starter, "I barely learned that yesterday."
2. Share responses in small groups and then with the rest of the class.
3. Read aloud – the poem “Life ain’t been no crystal stairs”.
4. Brainstorm what students know about the person in the poem based on what they heard; chart responses focusing on responses that have to do with language/culture.
5. Take notes on Phonology 1and create a foldable on academic vocabulary i.e. AEMP, AAL, MxLA, MELD, Contrastive Analysis, SE.

BEYOND

1. Read in small groups the stories/poems on the Middle Passage/Enslavement.
2. What was the significance of language for Africans during the Middle Passage?

Unit 2

Language Variation and Characteristic Linguistic Features of Nonstandard Language

Lesson B

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

INTO

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

THROUGH

Use this script as a sample

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 don't never have no money." What is this sentence trying to emphasize? Now, in SE, what is SE again class? Correct, Standard English. In SE, double/multiple negatives cancel each other out, like in math. So when writing the sentence in SE, we need

to get rid of how many negatives? That's right! So the sentence could be written, "She never has 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 SE? What is the rule about negatives in SE? Good. More than one negative in a sentence cancels out the negative. Good job. We will practice some more with multiple negatives tomorrow.

Beyond

1. Provide instances of multiple negation use and double negative use. Have students distinguish between AAL and SE.
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 attain 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 SE rule or "Hypercorrection"
- Articulation of vowel and consonant sounds in MxAL
- Voiced and voiceless fricatives in MxAL that have the same voicing
- MxAL Feature: /L/ in the middle of words

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 Mainstream 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 MAE 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 Characteristic Linguistic Features of Nonstandard Language

Lesson C

III. Contrastive Analysis

INTO

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

THROUGH

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

Use this as a sample

Teacher says: What is the purpose of this whole home language/SE thing we're talking about? Is it for you to stop talking and writing in your home language and only speak and write in SE? 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 SE. So as I was going through your writing, 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 SE. 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 SE and then we rewrite the sentence. Sometimes we will change the home language to SE and sometimes we will change SE to home language.

Now remember yesterday when we looked at someone's journal entry on the overhead? What 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 don't never have no money. 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

Now can someone review the Multiple Negation rule for us? That is correct. In AAL, the more negatives 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 SE. So we know that if we need to write a sentence in SE we need to make sure that there is only one negative in the sentence. Who thinks they can come up to the overhead and write the sentence in SE? On overhead: She never has 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 doesn't have any money" would not be the best translation. Now, students we will do one more together and then you are going to try some on your own.

2. **Independent Practice:** Extrapolate additional sentences from poem, "Life Ain't Been No Crystal Stairs on the overhead and/or the MELD Instruction Linguistic Features Matrix.

BEYOND

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

Translate a piece of writing focusing on one or two linguistic features.

Materials/Resources:

Linguistic Matrix, "Life Ain't Been No Crystal Stairs (Poem Langston Hughes- Mother to Son), student journal entry, personal thesaurus, linguistice

Unit 2

Language Variation and Characteristic Linguistic Features of Nonstandard Language

Appendix – MELD Unit

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 (1996), 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 dusters 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 Characteristic Linguistic Features of Nonstandard Language

Appendix - MELD Unit II continued

Examples

AAL	SAE	MxAL	SAE
lif	lift	sof	soft
mas	mask	boil	boiled

(You suppoz ta lif the mas to yo face.) (I eat one sof boil egg wit a toas.)

\Explicitly teach production of final consonant dusters that have the same voicing. Teacher creates or purchases sound production cards that show placement of articulators for producing both consonants in the pair. For example: to produce the final consonant cluster /ft/

Directions:

To produce the SAE consonant cluster /ft/, place upper teeth on lower lip as shown in the picture and release air flow through teeth, lift teeth off lower lip, move tongue tip to just above the upper teeth as shown in the second picture and release air. Practice this sequence. Practice can be accomplished with game cards created by the teacher for the MELD activities center, which engages two or more students in practice activities. Sound discrimination and contrastive analysis activities

Feature(s): Hypercorrection (overgeneralization of SE 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. This phenomenon, known as hypercorrection, occurs as a direct consequence of teacher intervention and results in students over-generalizing the rule.

Unit 2

Language Variation and Characteristic Linguistic Features of Nonstandard Language

Appendix - MELD Unit II continued

Examples:

AAL

He look at me funny

He love her a lot

She gives two tes

SAE

He looked at me funny

He loved her a lot

She gives two tests

Examples of Hypercorrection

He looktid at me funny

He loveded her a lot

Teacher emphasizes /ts/=Overgeneralization

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/, AND /ER/ SOUNDS IN AAL

Feature(s): Consonant diagraph IthI, ILl sound, and retroflex In or len 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 /θl/, ɬl, and the retroflexed ɭ. 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/ , /ɪ/, /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 & Lounie, (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 /θ/, /ɬ/, or /ɭ-middle position, phonemes.

Analysis: All of the above sounds the retroflex /r/ or /ɬ/, /θ/, and /ɭ in the middle of words are all sounds articulated in English

Unit 2

Language Variation and Characteristic Linguistic Features of Nonstandard Language

Appendix - MELD Unit II continued

<i>/er/</i>		<i>/th/</i>	
AAL	SAE	AAL	SAE
Ca' ol	Carole	dis	this
Sistah	Sister	mouf	mouth
ratha	rather	toof	tooth

/I/ in medial position

AAL	SAE
mi' yon	million

Articulation of Vowel and Consonant Sounds in MxAL

Feature(s): Production of vowels in CE

/I/ as in sit and */i/* as in seat

Explanation: Spanish has only one high, front, unrounded vowel phoneme */i/*, therefore a Mexican American Language speaker who pronounces English words using Spanish phonology will not discern any difference between the two English phonemes */I/* and */i/* (Ornstein & Gallicia, 1988).

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

Explanation: Spanish has only one simple, front, unrounded, non-high vowel phoneme *Id*, therefore a Mexican American Language 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 /I/ and /i/ that are produced that are produced as distinct and separate sounds.

Unit 2

Language Variation and Characteristic Linguistic Features of Nonstandard Language

Appendix - MELD Unit II continued

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

Examples:

(/i/ and /I/)

MxAL

SAE

leaving

living

seating

sitting

beet

bit

(/E/ and /ae/)

MxAL

SAE

then

than

Voiced and Unvoiced 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 & Gailicia, 1988).

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

Examples:**(/s/ & /z/);**

SAE	MxAL
prize	price
fuzz	fuss
raise	race

(/f/ and /v/)

SAE	MxAL
lives	lifes
save	safe
confide	convied

Unit 2**Language Variation and Characteristic Linguistic Features of Nonstandard Language**

Appendix - MELD Unit II continued

II: 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

AALI took **Betty** chairI drove my **momma** car**SAE**

I took Betty's chair

I drove my momma's car

Materials and Resources: TBD

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

SAE

AAL

She looks good today

She look good today

Mary buys food every Friday

Mary buy food every Friday

Unit 2

Language Variation and Characteristic Linguistic Features of Nonstandard Language

Appendix - MELD Unit II continued

Feature(s): /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

Examples:

AAL

The candy costs twenty-five *cents*

SAE

The candy costs twenty-five cents

Materials and Resources: TBD

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

Materials and Resources: Linguistic Matrix, Linguistic Features Handbook**Feature(s): Past Tense Copula-was/were****Explanation:** In Niger languages Congo and AAL regularization of the past tense copula was/were is the preferred**Appendix- MELD Unit II- Regularization continued****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

SE

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

SECONDARY MELD

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.

Analysis: Forthcoming

Materials and Resources: Linguistic Matrix, Linguistic Features Handbook

Insert Graphic Here



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

RATIONALE

In this unit, we look to assist students to develop and enhance their awareness of the subtleties of situations that determine whether or not Standard Academic English (SAE) - or any other language - is required to communicate effectively. Increasing exposure to Standard Academic 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 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 language is used for effective communication?
2. Why is a particular language more effective for communicating in certain environments?
3. When is the use of either AAL, Mexican American Language, SAE, or MAE most effective?

Unit 3

Language Use for Effective Communication

LESSON A

What Language Is Used for Effective Communication?

Into

Think of a time when you have thought it necessary to speak or write differently depending on with whom you were communicating. Explain the context or situation and tell why. Using cooperative learning groups engage students in instructional conversation of the following questions.

It is the first semester of the next school year. You noticed that there is an error in your program (no AP or Science classes, 2 English classes, Algebra Readiness instead of Algebra 1, etc.). How would you communicate this problem with the following individuals?

1. Parent/Guardian
2. Teacher/Counselor
3. Peers.

Chart responses and key points.

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**Step 1**

Review the excerpt from *Smitherman's Talkin and Testifin; The Language of Black America* contrasting two essays written by African American 7th graders on loneliness (OH 3). Teacher or student will read the first paragraph (*Theme 1*) and students will write a description of how the essay effectively communicates the idea of loneliness. Teacher or student will now read the second paragraph (*Theme 2*) and students will write a description of how it effectively communicates loneliness. In small groups, students will engage in instructional conversations around their responses regarding each essay. Teacher facilitates whole group discussion around the explanation of how both essays effectively communicate the idea of loneliness.

Teacher may pose the following: When and with whom would you use each essay?

Student Outcome: There is an understanding that both home language and academic language are effective ways of communicating.

Unit 3

Language Use for Effective Communication

Step 2

Play audio-taped oral reading of *Shirley and the Valentine Card*. Discuss the issues involved in the story. Ask students to take notes regarding observations that they might have while listening to the audiotape. 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? Now, rewrite the story using Standard Academic English. Pretend you are the editor of a newspaper, under which section of the paper would you place each story. Explain your rationale.

Student Outcome: There is an understanding that both home language and academic language are effective ways of communicating.

BEYOND

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 give us a sense that similar issues surrounding discourse patterns are relevant to these students and their writing.

SECONDARY MELD

Have students examine the two Montañó-Harmon transcripts of essays on the topic of "If I Could Change My School". In collaborative groups, have students analyze the discourse pattern of the Montano-Harmon essays. Upon completion of the analysis, have students create their own doodles that represent the discourse patterns of the essays. Discuss the features within the first essay that reflect a roundabout, oral language style (use of "well" and "why?"; closing the piece with "Well that's all I have to say... GOOD LUCK!"; student writing is reminiscent of talking; etc...). Then discuss how the features of the second essay differ from the first essay.

Additional Instructional Activities to Support These Lessons

Select a journal entry or another piece of writing. Illustrate the discourse pattern in a doodle or graphic form. Translate the writing into standard academic English.

Unit 3

Language Use for Effective Communication

Materials/Resources:

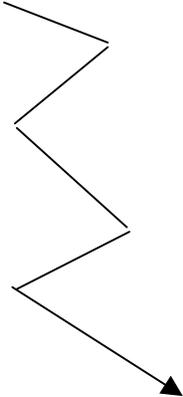
- Overhead transparencies: - Shaquille O'Neal(OH) - Effective Communication (OH 2) - Loneliness (OH 3) - Anglo student writing sample about school (OH 4) - Mexican American student writing sample about school (OH 5) - Language Discourse Patterns Doodles (OH 6)
- Audiotape recording of Shirley and the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

Unit 3
Language Use for Effective Communication

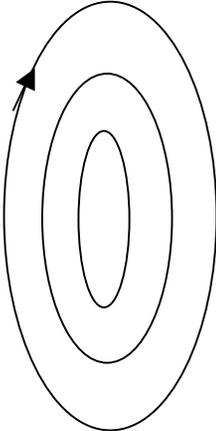
English



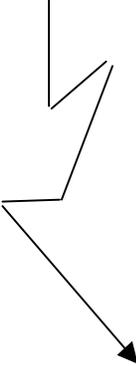
Semitic



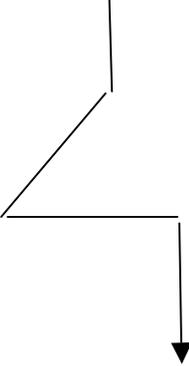
Asian



Romance



Russian



Unit 3

Language Use for Effective Communication

Lesson B - Math

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 often 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

Given sample constructed response problem, identify linguistic features and translate using academic vocabulary for the intended reader. (Note: To prepare students to write for a given audience and or assessments identify the context for which they must write, i.e., constructed response, problem solving. Many students may have never written anything with an authentic audience and purpose in mind. It is critical that teachers facilitate such authentic literacy experiences by identifying the contexts for such to occur!).

Sample Constructed Response

The deposit and monthly monitoring fee for a storage space are listed below for two companies.

You-Store-It charges \$327 for deposit and \$204 per month for 12 X 12 locked space.

U-Storage charges \$535 for deposit and \$188 per month for 12 X 12 locked space.

Write a variable expression for the total cost of storage and monitoring by You-Store-It. Define the variable. Write a variable expression for the total cost of storage and monitoring by U-Storage. Define the variable.

You-Store-It:

U-Storage:

Mrs. Penny Saver will sign a contract to have her belongings stored and monitored for 12 months. Calculate the total cost each company will charge for this service. Show all your work.

If Mrs. Penny Saver signs a contract to utilize You-Store-It for a period of 18 months, which company has a lower total cost? Provide an explanation or show all your work.

Sample Student Response

I fine that U-Storage it is thuh lower costing one. I asked myself what I would do. I did not learn nothing about this but I try. You put 18 for m, then times it, than add it together. What I got is You-Store-It price is 3, 999\$ and U-Storage price is 3,919\$. That's it.

Beyond

Teacher will choose a previously taught word problem which required a written response. Write the process for solving the particular word problem and show the computational work. In collaborative groups, using posted academic vocabulary,

SECONDARY MELD

students hold instructional conversation and make adjustments to the written responses and the computations with teacher facilitation. Discuss the changes that were made to the original work.

Note: During the instructional conversation students should use the Linguistic features matrix to identify home language or non-standard English and make adjustments or translate into academic English. Have students chart their responses and share out their justifications. (Use personal thesaurus if necessary) Teacher should illustrate real world applications, i.e. CAHSEE, SAT/ACT, Career

Unit 3

Language Use for Effective Communication

Lesson C - Science

Purpose: Create interest, generate curiosity, raises questions and problems, elicit responses that uncover student knowledge about the concept/topic through effective communication

Essential Question: What science do you see in the picture?

Into

Working in cooperative groups, give students a picture or magazine ad and ask them to discuss and effectively communicate the scientific concepts within the picture. (see sample picture).

Through

Explain to students that effective communication sometimes requires detailed information of a process, procedural writing, that would allow the intended audience to understand what is being communicated. The following activity would allow students the opportunity to effectively communicate a process to a given audience.

Explain in sequential order the process it takes to tie a knot by: 1. Drawing a diagram of how to complete the task and 2. Write each step to complete the process. Include all steps no matter how small the steps seems. It may be the critical step for successfully replicating the task. Exchange written procedure and enact steps literally to evaluate if the student effectively communicated how to tie a knot.

Analyze if the procedure or how the communicated methods were effective. Have discussion with students on how they could enhance the procedures to make them more effective.

Beyond

Applying what you know

Tie a knot without releasing the string and follow the same directions from above.

Unit 3

Language Use for Effective Communication

Lesson D

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. Remind students that 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 letter for admissions to a university.

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 Mexican American Language are said to translate. The idea of translating 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

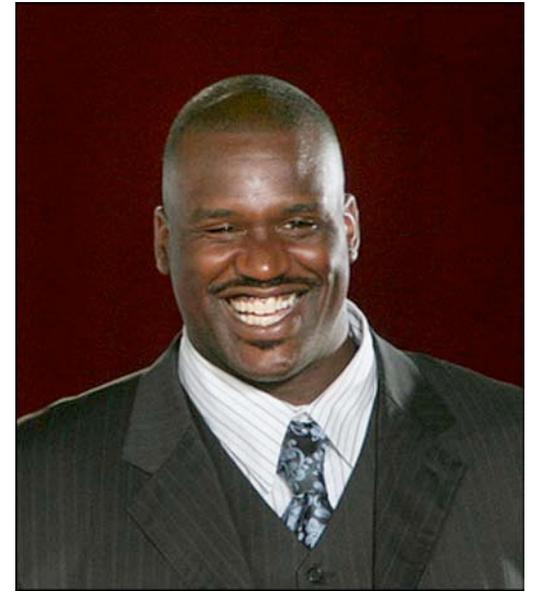
both of the languages being translated to and from. This skill allows students to move between cross-cultural and linguistic environments and represents greater cultural fluency on the part of the individual.

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. See Scenarios Worksheet

Beyond

Have students to role play situations to provide a fun and meaningful way to demonstrate their developing metalinguistic awareness and 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 stocks. You 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.

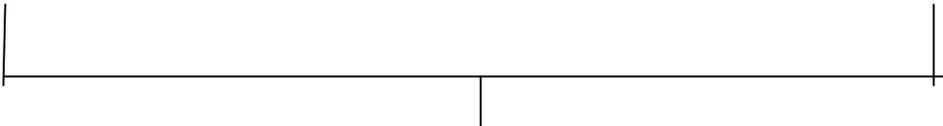


- Shaquille O'Neal
- Shaq Talks Back

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 because I'm lonely. I have no one to talk to. No one understands me.

Do you think theme 1 communicates loneliness effectively? Do you think theme 2 communicates loneliness effectively?
Why?

MELD, Unit 3. OH 3

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

CONCEPT LESSON

Into

Many schools in the Los Angeles Unified School District are often 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

Given sample constructed response problem, identify linguistic features and translate using academic vocabulary for the intended reader. (Note: To prepare students to write for a given audience and or assessments identify the context for which they must write, i.e., constructed response, problem solving. Many students may have never written anything with an authentic audience and purpose in mind. It is critical that teachers facilitate such authentic literacy experiences by identifying the contexts for such to occur!).

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Write a variable expression for the total cost of storage and monitoring by You-Store-It. Define the variable. Write a variable expression for the total cost of storage and monitoring by U-Storage. Define the variable.

You-Store-It:

U-Storage:

SECONDARY MELD

Mrs. Penny Saver will sign a contract to have her belongings stored and monitored for 12 months. Calculate the total cost each company will charge for this service. Show all your work.

If Mrs. Penny Saver signs a contract to utilize You-Store-It for a period of 18 months, which company has a lower total cost? Provide an explanation or show all your work.

MELD, Unit 3. OH 4

Possible Student Response

I fine that U-Storage it is da lower costing one. I asked myself what I would do. I did not learn nothing about this but I try. You put 18 for m, then times it, than add it together. What I got is You-Store-It price is 3, 999\$ and U-Storage price is 3,919\$. That's it.

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, 'cause she start to liking him so much she be scared of him. And that make it seem to Charles like she don't pay him no mind. So Charles, he don't hardly say nothing to her neither. Still, that girl got to go 'round telling everybody Charles 'posed to be liking her. She act like she his girlfriend, too.

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 something from the teacher and playing with the other girls. That Shirley, she so worried, she just don't want to be with nobody. She even walk home by her own self, when school let out. 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, she can see it's a Valentine card inside. Now, Shirley take out the card, and she look at it, and she see it have Charles name wrote on the bottom. 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. OH 5

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

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 listning 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 Montaña-Harmon 1989

MELD, Unit 3. OH 6

MEXICAN-AMERICAN STUDENT

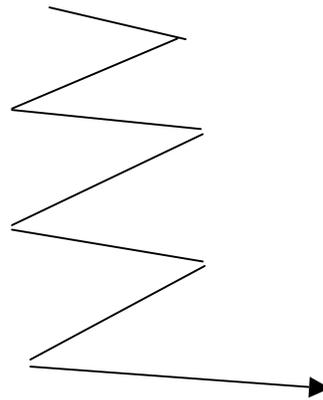
Well, what I have learn there are good things and there are bad things. Well the good things I say is that there are stuff that doesn't bore me to death some classes are very educational and some are very interesting. Well to tell you the truth I feel some of the teachers don't do as good of a job than 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!

Language Discourse Pattern "Doodles"

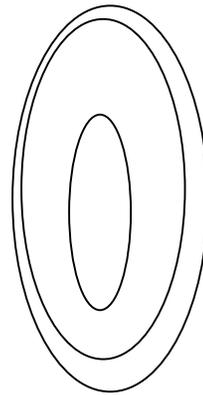
English



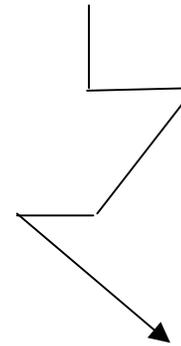
Semitic



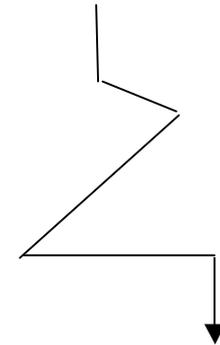
Asian



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.

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) _____

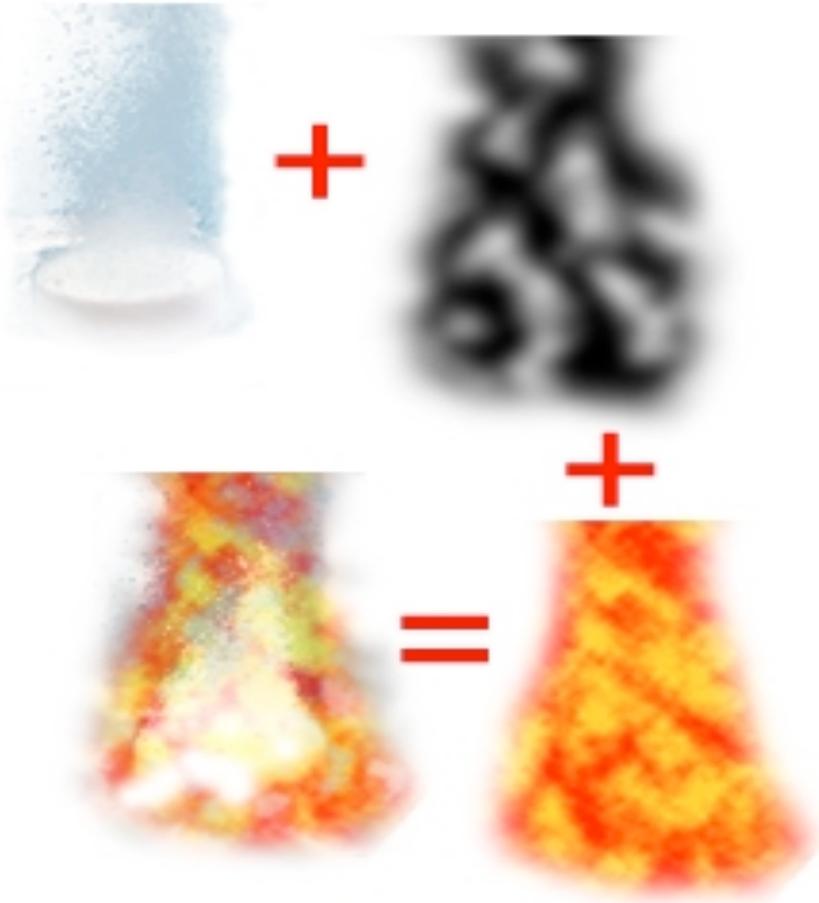
When _____

Where _____

Why _____

(Purpose) _____

Unit 3
Language Use for Effective Communication
Lesson C - Science

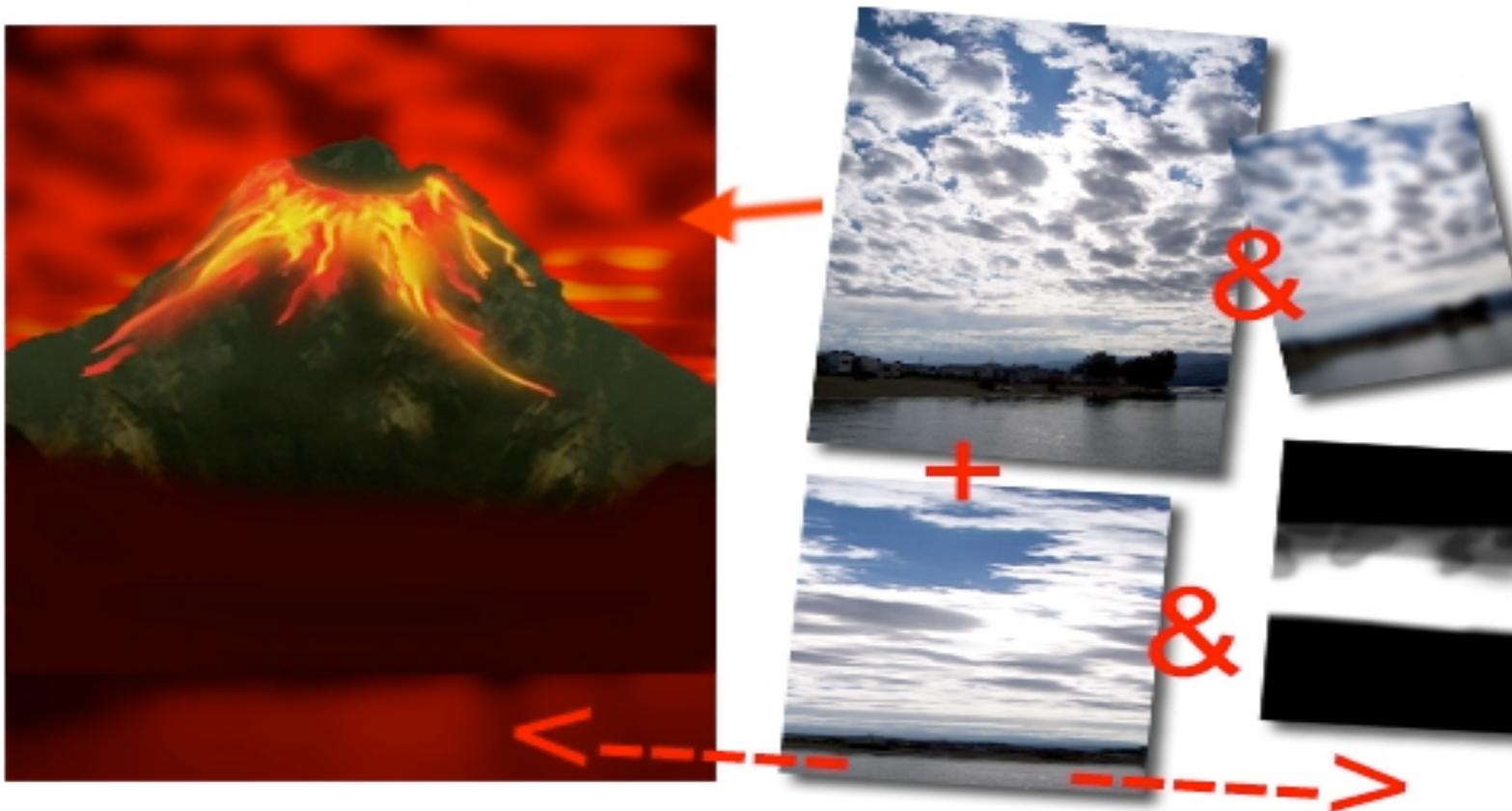


Unit 3
Language Use for Effective Communication
Lesson C - Science



MELD, Unit 3. OH 12

Unit 3
Language Use for Effective Communication
Lesson C - Science





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

Insert Graphic Here

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

Unit 4

Use of Academic English

AEMP GOAL:

1. Students will employ the use of Standard American and Academic English both orally and written across content areas.
 2. Students will employ the use of Standard American and Academic English (orally and written) to facilitate effectively communication in Cross-Cultural.
of SAE in oral and written form
- Communicate effectively in academic, professional, and social settings

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 is opening the door of 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 (see appendix for steps to implementing the writing process)
- 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, editing charts, editing checklists, writing rubrics, proofreading rules, reference material, bound books, bookbinders, anthologies

Unit 4

Use of Academic English

I. Transitioning to Academic English

Applicable Learning Standards: (Focused Standard-ELA; General Support Standard Math, Science, & History/Social Science)

Reading Comprehension Standard 2.0 : Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Kindergarten through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines; newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

6th Grade *Through* 8th Grade

- Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manual, signs)
- Use information from a variety of consumer, workplace, public documents to explain a situation or decision to solve a problem.

9th Grade *Through* 12th Grade

- Extend ideas presented primary or secondary sources through original analysis, evaluation, and elaboration
- Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software and in access guides to World Wide Web sites on the Internet).

6th through 12th Grade

Writing Application 2.1

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

Writing Application 2.2

- **Write 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

Unit 4

Use of Academic English

I. Transitioning to Academic English

Suggested Instructional Activities:

Mini-Lesson on narrative writing

ELA - Point out the fact that 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).

Math – Students will write an autobiography about their math experiences. Students can use the Linguistics Features Matrix to assist in translating home language to academic English.

Science – Students will give an account of a scientific concept dealing with sequences of events and experiences.

ACTIVITY ONE

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

ACTIVITY TWO

(Need definition for Academic English) 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 or 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"

Materials/Resources:

- Textbooks, Culturally responsive novels, newspapers, fiction books, comic books, manuals, brochures, magazines
- Concrete definition of Academic English (Montano-Harmon)
- Writing prompts for informal writing compared to formal writing settings, audiences, and purposes

Unit 4

Use of Academic English

I. Transitioning to Academic English

Suggested Instructional Activities:

ACTIVITY FIVE (ALL LEVELS)

Using the writing process, have students choose a selection(s) of literature and analyze the piece through the eyes of one of the characters, compare and contrast two pieces of literature, build on the ending of a story, write a letter to the author/character making a personal connection. Writing style may include:

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

Unit 4

Use of Academic English

V. Building Academic English Through Expository and Research

Applicable Learning Standards:

6th through 12th Grade

ACTIVITY ONE (6-12)

Mini-lesson on expository writing. Point out that expository writing is different from persuasive writing in that the writer generally takes 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 6-12)

Have students debate "reasons why" around given topics. For example, why smoking/drug use is bad for your health, why too much TV might not be good for you, or why staying in school is important.

Applicable Learning Standards: ELA Writing 2.3

- Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate
- Use a variety of primary and secondary sources and distinguish the nature and value of each.
- Organize and display information on charts, maps, and graphs.

6th Grade through 8th Grade

History/Social Science

How does culture shape your values, and beliefs? (6th grade)

Recall a societal conflict and how did it lead to change? (7th grade)

How are prejudice and bias create and how do we over come them? (8th Grade)

Math

(See concept tasks below)

Science

Students will prepare lab reports based on the following questions

1. What is the purpose of this experiment?
2. How is this experiment important? (Who cares about the results and why do/should they care about this?)
3. What information is known about the science involved in the experiment?
4. What are the expected results to be? What is the hypothesis?

Unit 4

Use of Academic English

II. Building Academic English Through Expository Writing and Research

ACTIVITY THREE (Secondary)

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 meal, direction to his/her home, how to beat your favorite video game, etc..

ACTIVITY FOUR (Secondary)

Using the writing process, have the student do a research report (on a self-selected topic to be authentically shared with an adult or agency in the community).

Materials/Resources:

List of topics for expository writing

Internet access

Unit 4

Use of Academic English

III. Building Academic English Through Persuasive Writing

Applicable Learning Standards: Writing 2.4 & 2.5 Write persuasive compositions:

- a. State a clear position on a proposition or proposal
- b. Support position with relevant evidence
- c. Anticipate and address readers' concerns and counter arguments

Suggested Instructional Activities:

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. Atwell said writing teachers need to plant the seeds for those moments of change.

Activity One (ALL LEVELS)

ELA – Write a persuasive essay on a current issue, i.e., Do you agree that sodas/candies should not be sold at school?

Math – Write a persuasive essay on whether math is truly a universal language.

Science – Write a persuasive issue on a current scientific issue, i.e., cloning.

Activity Two (ALL LEVELS)

Using the writing process, have students write petitions to be authentically shared with school personnel, parent councils, faculty committees, and/or school administration

Activity Three (GRADES 6-12)

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.

Activity Four (GRADES (6-12))

Using the writing process, have students 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, School environment and safety, Movie ratings, Video Games ratings, etc.

Materials/Resources:

- List of potential issues and topic
- List of addresses of political leaders and entertainment people



MELD Instructional Activities

Secondary Version

Cloze Activity:

MELD CATEGORY

Phonology

DESCRIPTION OF ACTIVITY

Students read short; story which contains specific examples of consonant clusters, initial three consonants and some commonly mispronounced words by SELS.

ACTIVITY STEP BY STEP

1. Students read short story.
2. Students select a word to fill in, on the appropriate line. See Attached CLOZE #1
3. Students select a word from a list of word options, to acid to the appropriate line. See CLOZE #2

A STRANGE WALK

On a cold winter morning, Donnell walked through a construction site on his way to the Hawthorne Mall. He was suddenly startled by a falling ladder. He turned so quickly that he struck his knee against a pile of scrap metal. He scraped his arm too. Donnell was bleeding and decided to go straight home.

As he limped down First Street, Donnell noticed a funeral procession passing by. What he did not notice was the mean pit bull, held to a parking meter by a leather strap. Donnell could tell that the dog was strong because of the way it struggled to get free.

Donnell realized then that he could take no chances. He ignored his injured knee and began to run. Safety at home, Donnell sunk into his desk chair to put antiseptic on his cut. He was very lucky that this minor scrape would not leave a scar.

SECONDARY MELD

Donnell realized then, that he could take no chances. He ignored his injured knee and began to run. Safely at home, Donnell sunk

into his _____ chair to put antiseptic on his cut. He was very lucky that this minor _____
desks, desk scrap, scrape

would not leave a _____ .
scare, scar

Cloze Activity Continued

CLOZE #2

A STRANGE WALK

On a _____ winter morning, Donnell _____ through a construction site on his way to the Mall.

He was suddenly startled by a falling ladder. He turned so quickly that he _____ his knee against a pile of _____ metal. He _____ his arm too. Donnell was bleeding and decided to go home.

As he _____ down _____ Street, Donnell noticed a _____ procession passing by. What he did not notice was the mean pit bull, held to a parking meter by a leather _____. Donnell could tell that the dog was _____ because of the way it _____ to get free.

Donnell realized then, that he could take no chances. He ignored his injured knee and began to run. Safely at home, Donnell sunk into his _____ chair to put antiseptic on his cut. He was very lucky that this minor _____ would not leave a _____.

Scar scrape desk struggled cold

Walked Hawthorne Strong funeral strap

First straight scrap scraped struck

Activity: AAL/MxAL is not Slang
MELD CATEGORY

Vocabulary Development, Comprehension

DESCRIPTION OF ACTIVITY

In this whole class or small group activity, students listen to and analyze *literature* (*rap* song lyrics may be used also) from various time periods to identify slang/slang terms and to discuss the differences between slang, African American Language/MxAL, and standard American English. This activity may be used before instruction on home language to move into home language recognition or to help review/reinforce.

Curricular Connections

- AEMP Benchmarks
- STATE Standards
- DISTRICT Standards

MELD Rationale

Students compare /contrast culturally specific vocabulary with Standard American English and develop their understanding that AAL is a rule governed, systematic language and that Slang is largely vocabulary oriented depending on the culture and generation.

EXPECTED STUDENT OUTCOMES

- Understand the difference between slang and their home language
- Recognize the language requirements of different situations
- Learn to translate home language into standard English

STEP- BY-STEP

- Teacher asks the question to entire class (verbally or on overhead) “What is slang?”
- Class brainstorms answers and teacher records responses on overhead
- Teacher displays lyrics to a rap song on overhead and asks for student volunteers to identify slang terms in song.
- Teacher reviews responses and then asks students what the difference is between slang and their home language.
- Teacher uses an example from song a piece of literature and then asks students what the word means
- Teacher records responses on graphic organizer
- Teacher asks class for another word for the term is and records it on the graphic organizer.
- Teacher explains the definition of slang and reviews the definition of home language (If home language has been covered previously)
- Students break up into collaborative groups and using a piece of literature (Shimmershine Queens/Gorilla, My Love/House on Mango Street) and identify the slang terms, write what the word means and write the contemporary slang term for it.
- Students come back to the big group and share 1-2 of their responses.
- As a class, the students make a slang chart of the slang terms that they use now and the words that have been used in the past.
- Students may bring in their own lyrics
- Discuss the importance of slang terms (generational)

NECESSARY RESOURCES/MATERIALS

Song/Rap Lyrics/Culturally Relevant Literature, chart paper, markers, graphic organizer

Sample Lyrics

From "I Want It All"

I wish these haters wasn't here
Tryin' to hustle up from broke to ballin'
I want it all, so I got to wake up and ball

From "Westside"

To my people, if you wit', where you at, throw your **dubs** in the air
And wave'em like you just don't care
Take a look around, we got the whole world locked down

From "Mo Money Mo Prok'Iems"

I call all the shots

Rip all the spots, rock all the rocks
Cop all the drops, I know you thinkin' now's
When all the ballin' stops, home got a chrome one and yacht

Paper Plate Activity

MELD CATEGORY

Grammar and Syntax

BRIEF DESCRIPTION OF ACTIVITY

This whole class contrastive analysis activity utilizes prepared sentences in the students' home language, taken from literature, the students writing and/or speech. Various students are given a paper plate with a word on it and then must arrange themselves in order. The class reads the sentences and then they begin the contrastive analysis activity.

CURRICULAR CONNECTIONS

- AEMP benchmarks
- STATE Standards
- DISTRICT Standards

MELD RATIONALE

While building upon the learning styles and strengths of SELS students learn to recognize and analyze the differences in home language and SAE while supporting oral and written SAE mastery.

EXPECTED STUDENT OUTCOMES

Recognize, label and analyze the differences between their home language and SAE. Students will be able to translate.

ACTIVITY STEP-BY-STEP

- Teacher chooses sentences in students' home language from their writing, culturally relevant literature and/or student speech.
- Teacher writes each word/short phrase of the sentence on an index card and tapes it to a paper plate. Also write the words and/or phrases of SAE translation and tape them on different colored paper plates.
- Teacher gets enough volunteers, (or selects students) so that each student has one paper plate, and they come to the front of the room.
- Students arrange themselves so that their paper plates make a sentence.

SECONDARY MELD

- Whole class reads the sentence out loud and writes it down on their contrastive analysis worksheets. Teacher writes the sentence on chart paper.
- Teacher asks for a volunteer to identify the characteristic linguistic feature(s) in the sentence and class writes the features on their contrastive analysis worksheet
- Teacher asks for volunteers for suggestions of translations.
- Students with SAE translation plates trade places with students with plates in home language.
- Class reads the sentence aloud and writes it on the contrastive analysis worksheet

RESOURCES/MATERIALS

Paper plates, index cards, markers, AEMP Educator's Handbook of AAL/MxAL (Characteristic Linguistic Features) Contrasted with Standard American English, Sample Scenarios Template

REFERENCES

AEMP AAL/MxAL Characteristic Linguistic Feature Educator's

SAMPLE SCENARIOS
(Situational Appropriateness)

Setting	Appropriate Language (Standard Academic English, Home Language)	What interaction might you have w/adults?	What outcome might occur if you use SAE?	What outcome might occur if you use home language?
School Cafeteria				
Classroom				
Main Office				
Library				
Play Ground				
Counseling Office				
Dean's Office				
Quad				
PE Field				

Paper Plate Activity

MELD CATEGORY

Research/Presentation/Writing

BRIEF DESCRIPTION OF ACTIVITY

This individual/group project/assignment engages students in the core elements of MELD (listening, speaking, reading and writing). It utilizes students' community as the focal point to instruction. This assignment can be long term or an individual assignment to go along with a concept(s) being taught in any core content area. The letter should be used as a sample and can be changed if needed. A sample survey and project guide is provided for the teacher.

CURRICULAR CONNECTIONS

- AEMP benchmarks
- STATE Standards
- DISIRICT Standards

MELD RATIONALE

While building upon the learning styles and strengths of SELs, this assignment lends itself to the development of listening, speaking, reading, and writing in Standard English and Academic English for students.

Sample Student Letter

Date

Dear Students:

The California Community Health Organization (CCHO) is interested in the youth opinion on access to healthy choices. Access to healthcare is determined by many factors - insurance status, living in communities, availability of health care services and need, environmental factors, nutrition and fitness options. The CCHO has commissioned you to conduct a research based on current data to determine access to healthy choices and its implications regarding health outcomes. We

thank you for your time and consideration to this timely and important work. Your input will supply critical information to make changes for the communities you live in.

Sincerely,

Jane Q. Health, Director
John Q. Health, Director
CCHO

Health by Design Sample Survey and Project Guide

1. What businesses and services currently in this neighborhood contribute to healthy organ development?
2. What businesses and services currently in this neighborhood contribute to unhealthy organ development or disease?
3. What products available in this neighborhood contribute to healthy organ development?
4. What products available in this neighborhood contribute to organ dysfunction or disease?
5. Create a list or graphic design that illustrates products, businesses and products currently in the community that contribute to organ health or disease.
6. Decide what is missing from the community that would provide access to healthy choices for its members. Why?
7. Use current primary and secondary sources to determine the social implications of access to healthy choices.
8. Create graphs to reflect data of healthy and unhealthy choices for organ development and maintenance in your community.

SECONDARY MELD

9. What accommodations must be made by community members in order to develop and maintain organ health?
10. Interview members of the community that are in various fields (i.e. gas company, grocery stores, banks) and question how does their job hinder or help to build a healthier community.
11. Prepare **a written** and **oral report** to share **data, research**, and outcomes. Include procedures, graphics, **charts**, surveys and a bibliography. Grading will based on rubrics of group participation, adherence to timelines and syllabus, quality of written and oral presentation.



MELD Resources & References

Recommended Readings

Culturally Responsive Pedagogy and Language Development

Reading References: Culturally Responsive Teaching

Adapted from Noma LeMoine, Ph.D. compiled List

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