



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 2/20/2009

- 1. ACADEMIC UNIT: Curriculum & Instruction
2. COURSE PROPOSED: BLE 335 Language Diversity in the Classroom 3
3. CONTACT PERSON: Name: Jeff MacSwan Phone: 5-4967
Mail Code: 2011 E-Mail: macswan@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

- 6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: No Yes; Please identify courses:

Is this a multisection course?: No Yes; Is it governed by a common syllabus? yes

Josephine Marsh Chair/Director (Print or Type) Josephine Marsh Chair/Director (Signature)

Date: 2-20-09

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA			
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus and TOC
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Syllabus and TOC
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Syllabus and TOC
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus and TOC
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		• Courses with primarily fine arts, humanities, literary, or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training purposes.	
		• Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	Designation
BLE	335	Language Diversity in the Classroom	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
social scientific theories and principles	Students learn basic linguistic theories related to syntax, phonology, morphology and lexical representation which facilitate the description and analysis of diverse language.	Textbook, supplementary readings and lecture present linguistic theories and specific descriptions of Native American English, African American Vernacular English, Chicano English, and other kinds of linguistic diversity. See Course Schedule of Topics and textbook TOC.
methods used to acquire knowledge about cultural or social events and processes	The course requires students to engage in fieldwork in which real language samples are collected and analyzed.	Students engage in three specific kinds of ethnographic research: Assignment 2b requires students to interview family members to discover their own unique language heritage; assignment 2c requires students to record and transcribe their own language and analyze it for "non-standard" elements; assignment 2d requires students to record and analyze language samples from classrooms which will be analyzed for specific discourse patterns and

		context-appropriate registers.
<p>impact of social scientific understanding on the world</p>	<p>The class is broadly focused on informing students' perceptions of diverse schools and communities with a social scientific (linguistic, in particular) understanding of the world.</p>	<p>Assignment 2a is a Reflection Journal in which students are asked to react to readings which challenge their assumptions about language diversity; assignment 2e asks students to critically analyze state language arts standards in terms of linguistic insights gleaned in the course; students are required to read and discuss with others one children's textbook with characteristically "non-standard" language.</p>

Arizona State University
College of Education, Division of Curriculum & Instruction
Multilingual Multicultural Initial Teacher Certification Program

BLE 335
Language Diversity in Classrooms
Course Syllabus

Instructor: Jeff MacSwan
Office: Farmer 344E ~ Phone: 480.965.4967
Email: macswan@asu.edu
Class Time: Mondays, 4:40-7:30 pm
Location: Payne 205
Office Hours: Before class and by appointment

Course Description

Catalog description: Issues in sociolinguistics and language variation in schools with a focus on classroom interaction, instruction, curriculum, assessment, and language policy.

Detailed description: In this course, participants will be invited to discuss, critique, reflect, research, and actively pursue issues related to language variation in schools. In particular, we will focus on language attitudes and their impact on classroom interaction, instruction, curriculum, assessment, and language policy; second language/dialect learners, codeswitching, and language contact. Together, we will read professional and scholarly literature framing classroom discussions on theory and teaching practice focused on issues of language variation. We will reflect on our own language attitudes, both toward language variation within the English language as well as toward multilingualism in our schools, and track those attitudes over the course of the semester.

Although this course is an important part of your professional development, it is focused on developing an understanding of linguistics and the field relates to broader issues of language diversity in the specific contexts (schools, communities, and other settings).

Arizona Professional Standards-Based Focus

The state of Arizona has implemented Student Arizona Academic Standards for K-12 students (www.ade.az.us/standards) as well as Arizona Professional Teaching Standards (www.ade.state.az.us/certification/bdrules.htm#7-2-602) for the preparation of K-12 teachers. This course utilizes both sets of standards in identifying course goal/objectives, course experiences, assigning course requirements, and in creating course assessments. The following list of Course Goals/Objectives identifies which of the Arizona Professional Teaching Standards match the goal/objectives for the course.

Course Goals and Competencies

(Arizona Professional Teaching Standards related to each goal/competency are indicated in parentheses below.)

As a result of taking part in class discussions, assigned readings, and doing the course projects, students should

- Identify components of English language structure as they relate to dialectal variation (7.1, 7.2)
- Become familiar with the characteristics of ethnically-marked dialects of Arizona, with a focus on Chicano English, Ebonics (AAVE), and American Indian English (7.1, 7.2)
- Become familiar with classroom discourse patterns and how they relate to discourse differences among dialect groups (2.4, 2.7, 7.1, 7.2)
- Be able to assess the socio-political nature of language standards and “standard usage” (7.1,7.2)
- Be able to identify ways of integrating dialect diversity into the language arts classroom (1.3,3.3, 3,8, 7.5)
- Be able to identify approaches to reading and ways in which they relate to issues of dialect variation (3.8, 7.1, 7.5, 8.1)
- Become aware of important cautions in the assessment of language disorders and dialect variation (4.4,8.6, 8.10)
- Understand differences between second language speech, dialect, and the speech of special children with linguistic impairments (1.2,3.3, 3.8, 7.5, 8.1)
- Become familiar with important issues in language contact as they affect language practice (1.2, 3.3, 3,8, 7.5,3.8,7.1,8.1)

Course Format

The primary learning intent of this course is to facilitate your exploration of language in a way that is personally meaningful to you. We will provide the basic framework for the course, but what you learn and how much you learn will depend on the choices you make during each class period and in your independent reading and projects.

That basic framework consists of relevant, engaging and challenging readings that deepen your theoretical knowledge while making connections to classroom practice; sufficient class time for individual, partner, small group and whole group exploration of the themes listed above; and resources linked to Blackboard to support your learning, offer means of interaction with your instruction and classmates, and to extend your learning to further topics of interest.

Therefore, the structure of this class requires that

- 1) you read and reflect on materials closely before the class session in which we discuss them;
- 2) you are present at all class sessions; and
- 3) you are willing to engage your classmates in discussion and debate.

Required Course Materials

- 1) Adger, C. T., Wolfram, W. & Christian, D. (2007). *Dialects in Schools and Communities* (2nd ed.). Mahwah, NJ: Lawrence Earlbaum Associates.
Available at ASU Bookstore
- 2) Class Notes Packet of Professional Articles
Blackboard
- 3) Tape Recorder or Digital Recorder
Yes, you really need this ☺
- 4) Class participants will read *Nappy Hair* (1997) by Carolivia Herron, *Roll of Thunder, Hear My Cry* by Mildred D. Taylor (1976), and one of the following: *Any Small Goodness* (2001) by Tony Johnston, *The Tequila Worm* (2005) by Viola Canales, and *Estrella's Quinceanera* (2006) by Malin Alegria. *These books are most likely available at your public library if you do not wish to purchase them. You will be assigned to a small group which will select one of these children's books for discussion.*

Course Expectations and Learning Experiences

Your enrollment in the course indicates your acceptance of the course expectations and requirements as outlined in this syllabus.

- **All work should adhere to the expectations listed in the Student Conduct Code (<http://www.asu.edu/aad/manuals/sta/sta104-01.html>) and the academic integrity policy that more specifically talks about plagiarism is located at <http://www.asu.edu/studentlife/judicial/integrity.html>.**
- **"Plagiarism" means using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately. Ask me if you have questions.**
- **All cell phones should be turned off during class. No texting, no online chatting, no emailing.**

Constructive, active, respectful and collaborative participation are vital components to the course; therefore students are **expected and required** to attend each class session. Specific course requirements and evaluation criteria include the following:

Technology in the Classroom

No, this isn't about integrating Powerpoint presentations into your lesson designs. It's about cell phones and/or using your computer during class time. Cell phones need to be silenced or turned off during class. **"Vibrate" does not count as silent**, especially when your phone bounces around the table as the call comes in. If you are expecting a genuinely important call, then excuse yourself from class. If you genuinely have something more pressing to do than be in class, contact me and let me know—I'm really

flexible, understanding, etc. in advance, *less so in the moment*. But remember, working out your dinner plans or your ride home don't count as "genuinely more important." Moreover, computer use during class is welcomed and encouraged for note taking and group work, but not for unrelated activities.

Course Assignments and Outline

1. *Participation and Attendance*

Participation and attendance are essential to this course. Each person's unique responses and insights help our class to reflect and grow in new ways. While participation styles will vary, preparation for and active participation in class and small group discussions are essential to the learning process. Active and constructive participation will require reading the articles and books for small group discussions, as well as preparing for discussion by critically reflecting on your thoughts and connections about your reading. Reading, writing, and sharing in small **groups or with the whole class helps create and sustain our community of learners. More than one absence, habitual tardiness, and/or leaving early may lower your final grade.** It is your responsibility to keep up with the course and find out what assignments were missed from your colleagues. Late assignments are not accepted.

2. *Resource Portfolio*

The purpose of this portfolio is to gather and organize all the materials from this class. In organizing your portfolio, think about how you will best be able to use this resource when you are teaching. Your portfolio can include outside resources that you feel will be helpful to you in the future. A table of contents page will give you easy access later. Assignments 2c, 2d and 2e are listed as *benchmark assignments*, meaning they are what the Arizona Department of Education requires from you as part of your initial certification program. Be sure that these and other assignments are included in your portfolio. The Resource Portfolio is due the last week of class (finals week).

For assignments 2b-2d, you will receive a handout with further information on my expectations for these projects before they are due. Assignments 2a-2d should be included in your Resource Portfolio and turned in on the final class meeting.

2a. *Reflection Journal*

It is essential that you reflect and respond to the readings. Choose the option that makes most sense to you. Journals are collected on the above dates to ensure accountability and participation on your part. However, reflections on each set of readings need to be done prior to each class session.

Reflection and response are integral elements in learning, and your journal provides you an opportunity to reflect, respond, analyze, question or comment individually and informally in writing about your reading related to this course. Prior to each

class session you need to make a minimum of one entry in your journal to prepare for the class discussion of the readings.

While summaries of the reading are helpful for your own comprehension, please do not limit your entries just to them—I already know what the readings are about, and I am much more interested in your response to them and in the connections you make from them.

You have three options for the reflection journal:

- 1) **Email Responses**--You may choose one colleague in this course and discuss the readings in a detailed format via email. Your email reflection journal needs to be printed out and turned in on the due dates listed in the syllabus.
- 2) **Small Group Discussions Outside of Class**--You may choose up to two colleagues to discuss the readings. Your group will choose a designated note-taker. The note-taker will record the topics discussed outside of class and include key details. Notes from the discussion will be turned in as the reflection journal.
- 3) **Personal Reflection Journal**: Prior to each class session you need to make a minimum of one entry in your journal to prepare for the class discussions of the readings. Entries could be in sketches, visual diagrams, and so on.

Please bring your journal entries with you to class to facilitate class discussion. I will collect your journal entries from you on March 16, April 4, and again on May 11 (the final class meeting) as part of your Resource Portfolio.

2b. My Language Heritage (due February 16)

We will explore our own language heritage to better understand how it impacts our attitudes and expectations for language in education. The first project is a presentation that describes our language heritage to our classmates.

2c. Conversational Inquiry (due March 30) (*Benchmark Assignment*)

Each student will tape-record at least 30 minutes of a conversation. The conversation can take place in any setting in which you ordinarily spend time and people interact regularly and comfortably with each other, and it should be a conversation that would have taken place whether or not it was being recorded. The participants should provide you with written permission for participating in this class assignment. Transcribe a short segment (3-5 minutes). From the transcripts of the 3-5 minute segment, choose a two-page section to share with the class. I will provide handout with further details as the semester progresses.

2d. Major Inquiry Project (*Benchmark Assignment*)

Choose a classroom setting in which you can get permission to tape a 30 minute segment of classroom interaction (show and tell, literature circles, small group interaction, large group interaction, so on), and schedule at least two visits, so that

you can observe general patterns on one visit and follow up with closer observation in another. This class may be one that you are teaching or attending. During your visit, in addition to taping a portion of the class, observe and make notes on several characteristics that will be discussed fully in class. In addition, transcribe a portion of the recording and characterize the communicative style of this classroom. If you are not currently working in a classroom, see me and we will jointly decide on a setting for this project.

Plan to turn in a reflection about this learning experience. Questions to address: How did I select this classroom and context? What did I learn from this experience? What did I learn from observing this teaching practice about classroom interaction? Attach a class handout with your reflection.

Develop a handout for all classmates that include your classroom context and classroom interaction observed. The handout will be used for in-class discussion and sharing.

Your presentation with handout is due May 4; the write-Up is due May 11 and should be included as part of your Resource Portfolio. Assignment 2d is Signature Artifact #1 for the ADE.

2e. Standards analysis (Benchmark Assignment).

Using the course text as a guide, we will conduct an analysis of the Arizona content standards for English language arts across multiple K-8 grades. As a whole class, we will produce the first analysis based on the reading strand. Then small groups will produce similar analyses of the other ELA strands, and perhaps other content areas, time permitting. The focus of the analysis is two-fold:

- a) To what extent to AZ standards include content and performance objectives related to dialect awareness among students?
- b) Where would such standards best fit in to the AZ standards to better develop dialect awareness among students?

You should write up a summary of your analysis and include it in your Resource Portfolio.

Grading Policy

A = Work is exemplary and superior in all aspects. Critical reflection and thinking is regularly documented in reflective assignments, class discussions, projects, literature circles, and self-evaluations. Discussions and assignments demonstrate professional and theoretical connections between classroom practices, personal experiences, and the course. **Consistent, timely preparation, attendance, and thoughtful contributions to discussion (large, and small group) and course experiences are observed regularly. Writing must be professional.** Knowledge of the course's content is demonstrated through reference to readings and incorporation of concepts into assignments and discussions. The participant's overall work provides **visible indicators** of professional development, change, and growth.

B = Work is well done. **Reflections/writing in reflection journal, self-evaluations, and assignments cover (summarize) a topic without interpretation, and connections.** Consistent preparation and attendance is evident and contributions are occasionally made to large and small group discussions. Knowledge of the course's content is **not consistently demonstrated** and references to readings and new concepts are inconsistently incorporated into discussions, assignments and discussions, particularly as related to the major inquiry project. There is **less indication of change, growth,** or professional development throughout the semester in process and in product.

C = Minimal reflection in discussions and thin writing in assignments and self-evaluations both in quality and length. Inconsistencies in preparation and attendance, few constructive contributions to small and large group discussions, engagement in ideas and experiences of the course are not observable. The final inquiry project and other assignments do not reflect high quality and professionalism in the understanding of the course content. A lack of change or growth over the course of the semester exists.

Class Schedule

I am good at sticking with these schedules, as I know we all need to plan ahead. I do reserve the right to make changes in consultation with the class.

You are responsible for updating this course schedule based on verbal instructions and arrangements we make together in class during the course of the semester. This includes ensuring you know what information/instructions you missed if you were absent. Remember, we don't accept late work, so if you're absent, be sure to check in with a classmate as to what you missed.

In the Readings column below, *Adger et al.* refers to our textbook. Otherwise readings will be available in Course Documents on our Blackboard page.

Week # & Date	Topic	Required Readings	Assignment(s)
Week 1 (1/26)	Introduction to course		
Week 2 (2/2)	Overview of linguistics		
Week 3 (2/9)	More on Linguistics Overview of Language Heritage Project	Adger, et al. Ch. 1 Fromkin & Rodman 1993	
Week 4 (2/16)	Heritage Language Presentations and Discussion	Adger, et al., Chs. 2-3 Heath (1-8)	"My Language Heritage" presentation due
Week 5 (2/23)	History of English English in the U.S. Descriptivism v. prescriptivism Language ideologies and language prejudice	Bailey (9-23) Lippi-Green (25-40)	
Week 6 (3/2)	Exploring Language Variety in the US methods and examples	Perry (51-59) O'Neill (61-67)	
Spring Break (3/9)	No class meeting		
Week 7 (3/16)	African American English	Baugh (71-74) Lippi-Green (75-83)	Reflection Journal due
Week 8 (3/23)	English among Latinos in the U.S.	Valdés (85-98) Fought (99-102)	
Week 9 (3/30)	Gender, sexuality and varieties of English	Buchholtz (103-122) Blair (123-131)	Conversational Inquiry

Week 10 (4/6)	Native American English Oral language instruction	Wolfram (134-137) Yamauchi & Tharp (139-256) / Adger, et al., Chs 4-5 Christensen (157-160) Cazden (161-170)	Reflection Journal due (again)
Week 11 (4/13)	Linking oral language to literacy development Literacy circles	Wheeler & Swords (171-181) Grace (183-192) Sipe (193-200) <i>Your group-assigned children's book.</i>	<i>[Online Class Meeting]</i>
Week 12 (4/20)	Reading comprehension & literacy development	Adger, et al., Ch. 6 Heath (201-214)	
Week 13 (4/27)	Writing instruction	Adger, et al. Ch. 7 Christensen (223-228)	
Week 14 (5/4)	Dialect awareness and the curriculum	Adger, et al. Ch. 8, Monahan (229-237)	Classroom Inquiry presentations
Week 15 (5/11)	Resource Portfolio small group discussion/sharing		<i>Resource Portfolio and all other final work</i>

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