

# DOWNLOAD PDF DEVELOPING ACADEMIC ENGLISH FOR STANDARD ENGLISH LEARNERS NOMA LEMOINE AND SHARROKY HOLLIE

## Chapter 1 : Professional Development Presenters | Teacher Created Materials | Teacher Created Materials

*initial work of Dr. Noma LeMoine, Dr. Sharroky Hollie, Anthony Jackson, and Carlos Barrón for their development of the draft version of the Mainstream English Language Development Handbook. Since then, the Academic English Mastery-*

Mendivil, for his ethnographic investigations of this Mexican American Language variety Table of Contents Contents Otto Santa Ana, Dr. Sharroky Hollie, and Anthony Jackson, for their scholarship in identifying the linguistic features and language variations used by students of Mexican descent. They have identified their use by students throughout the east and southeast areas of the district. Special thanks to Local District Specialist, Miguel Mendivil, for his ethnographic investigations of this Mexican American Language variety and his assistance in compiling this teachers guide. Noma LeMoine for her insight, support, and relentless advocacy for all the children of our District. The sociolinguistic framework for the description of Chicano English draws heavily from the work of Dr. Many of the linguistic features demonstrated in this guide have been drawn from her research in the L. The general purpose of this guide is to serve as a reference manual for teachers and introduction to the characteristic linguistic features of Mexican American Language MxAL also referenced as Chicano English. For Mexican-Americans or Chicanos the development of the language known as Chicano English can be understood as the living spoken history of the Chicano people. Emerging from the contact between Mexican Spanish and English, Chicano English 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. 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. This is a very important fact to consider as this applies to the development of Chicano English. It would be here where the second major relexification would occur as the result of war with the United States of America. In the ensuing settlement of former Mexican territory by Anglo-Americans, contact between speakers of Mexican Spanish and American English increased. This language is known as Mexican American language. Carmen Fought describes how this interlanguage forms the foundation of Chicano English: However, particularly within the phonological component, the various non-native English patterns of the immigrants were inherited by their children, modified somewhat, and can still be seen in the new native dialect. To a lesser degree, there may be syntactic and semantic elements that also reflect the influence of Spanish. Chicano English now has independent phonological and syntactic norms of its own, which will be discussed later. It is important to reiterate the inaccuracy of the idea that Chicano English is simply English influenced by Spanish. Speakers of Chicano English have acquired English perfectly, albeit their English is of the variety found in their community. Chicano English therefore, is a variety of English spoken by fluent English speakers who are not English learners. For further clarification we can refer to Dr. 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 secondlanguage learners. Thus defined, Chicano English is spoken only by native English speakers. Perhaps the most interesting fact about Chicano English aside from the fact that it is developing on its own, is how it shares certain features with other varieties of English. Given the sheer number of generational Mexican-Americans, as well as the growing size of the vast Mexican community in the U. As a result, CE phonology is heavily influenced by contact with Mexican Spanish. As we shall see it is this precise contact that causes confusion to many a casual observer of Chicano English speech. Chicano English phonology is characteristically different from Mainstream American English in terms of sound, stress patterning, intonation, and prosody. So different in fact, that Chicano English speakers are often mistaken as having a Spanish accent by the general public. Since Chicano English speakers are native speakers of English, the appearance of a foreign language accent is certainly not possible. In fact, many speakers of Chicano English are monolingual or limited in their ability to communicate in Spanish. The persistence of the myth that CE speakers are speaking accented English probably lies in the fact that Chicano

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English phonology is closely related to yet distinct from Spanish. Certain phonological features of Chicano English MxAL run parallel to the interlanguage of English learners and may lead casual observers to draw the erroneous conclusion that Chicanos are speaking with a Spanish accent. What is occurring in reality, is that these observers are hearing the phonology of a language that was formed across generations in the Mexican American community. Consonant cluster variation occurs when you have a final consonant cluster in a word reduced to a single sound. The final product results in a word that is pronounced differently from Mainstream English.

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Chapter 2 : Sharroky Hollie | California State University, Dominguez Hills - [blog.quintoapp.com](http://blog.quintoapp.com)

*Includes bibliographical references (p. ) and index "The Whig Party don't exist in my hood": knowledge, reality, and education in the hip hop nation / H. Samy Alim -- The ebonics phenomenon, language planning, and the hegemony of standard English / Charles E. DeBose -- Developing academic English for standard English learners / Noma LeMoine and Sharroky Hollie -- The art and science of.*

One would think that, after over thirty years of research on African American literacy Adger, Christian, and Taylor, the home language of African American students would be acknowledged, and these students would be recognized as what LeMoine calls Standard English Language Learners, not only by classroom teachers and instructional leaders, but also by systematic instructional methodologies and general curriculum policies. One program designed to serve the language needs of would really think that after the Oakland Ebonics African American, Mexican American, Hawaiian controversy of and beyond, the literacy com- American, and Native American students who are munity would be seriously interested in, or at least not proficient in Standard American English SAE. The primary every day. The guage of their forefathers, their families, and their Linguistic Affirmation Program revolves around six communities is bad language, street language, the research-based critical instructional approaches. This unfortunate but frequent sce- According to LAP, the six key instructional nario will occur in many American classrooms, save approaches are as follows: Integrate linguistic knowledge about non- comprehensive nonstandard language awareness standard language into instruction. Utilize second language acquisition Within the school and throughout the year, methodologies to support the acquisition the Linguistic Affirmation Program provides vari- of school language and literacy. Employ a balanced approach to literacy tured grade level collaboratives are centered on acquisition that incorporates phonics and specific instructional focus areas such as linguistic language experience. Design instruction around the learning balanced literacy approach, cultural awareness, and styles and strengths of Standard English learning styles and strengths. In summarizing LAP, language learners. Infuse the history and culture of Standard English language learners into the instruc- By far the most concentrated and comprehensive tional curriculum. The answer to that question is not ger- negatives in a sentence equals mane to classroom application at all. LAP trains its teachers to first acknowledge that African American a positive; therefore, they should students, as well as the other previously mentioned research-identified populations, come to school speaking a language or linguistic form that is dissim- not use multiple negation. Many minority stu- of the linguistic structure of West African languages. Their view is that African Americans speak a di- How teachers view this language difference signifi- alect of the English language. The last group repre- opportunities that are geared toward increasing sents the deficit perspective. LAP subscribes insufficient brain mass. According to this view, the to this perspective. LeMoine laments that this racist view held African The linguistic and paralinguistic features which on a concentric continuum represent the commu- tongues as too thick and their lips too full for articu- nicative competence of West African, Caribbean, latory proficiency. The deficit perspective differs and United States slave descendants of African greatly from all the other perspectives and is in fact origin. Ebonics includes the various idioms, patois, linguistically unsound because, in general, Africans argots, ideolects [sic] and social dialects of these are multilingual, speaking no less than two or three people. Only linguistsâ€™ rope Black Portuguese. In other words, wherever those who study language as a scienceâ€™make the fi- the enslaved Africans were taken throughout the nite language distinctions when it comes to specific world, a form of Ebonics exists. Educationally, these Ebonic form is AAL. Black English is a dialect. To be clear, white settlers and that they did so relatively quickly note the resolution passed by the Linguistic Society and successfully, retaining little trace of their African of America, a society of scholars engaged in the sci- linguistic heritage 1. Many of the features of entific study of language: The systematic and expressive nature that was derived from the pidgin trade languages. Rickford points out that these years. He contended that the language variety that Acknowledgment and Classroom

Application enslaved Africans spoke was determined by their place of origin, status on the plantation, and length Rickford cites ample support that nonstandard lan- of stay on the plantation. Not much needs to be said and Europe that mastering the standard language about this perspective. Ebonics is seen as a result of might be easier if the differences in the student ver- cognitive feebleness on the part of blacks, or, worse, nacular and Standard English were made explicit 56 M a r ch 2 0 0 1 MAR-ART. The approach of practicing nonstandard lan- two groups of studentsâ€™one being taught tradi- guage awareness teaching has been successfully tionally and the other using the nonstandard lan- practiced and documented in Tennessee, Illinois, guage awareness approachâ€™and found that the Georgia, North Carolina, and, of course, California. Despite mediocre gains in recent years, African Simpkins and Simpkins reported that students who American students are found on the low end of used Bridge readers, transitional readers, and Stan- achievement scales in disproportionate numbers. In dard English readers gained 6. In addition to the experimental dents scored lower than the bilingual population in research cited by Rickford and others, there is class- reading, language, and writing on the Stanford 9 room anecdotal evidence that supports this alterna- eighth grade in â€™ However, the LAP stutive to traditional literacy instruction. In that evaluation, the LAP students outperformed a control group on the Despite mediocre gains in test, the Language Assessment Measure, designed specifically for African American language speakers. These key strategies are based around the six disproportionate numbers. Each area comprises several strategies that are crit- ical to SAE acquisition and proficiency for Standard English language learners. A variety of in- Methodology, the LAP teachers provided stu- structional methodologies and activities directly ad- dents with oral communication models of SAE and dressed the specific use of AAL within Standard negotiated and clarified meaning throughout the English learning. Additionally, most of the teach- persons understanding their strengths, varying back- ers used collaborative grouping. Brooks also points out that their culture and linguistic history. Many teachers Carter G. Woodson, in his apocalyptic Mis-education know Second Language Methodology as sheltered of the American Negro, wrote that teachers were English instruction. These teachers were not directed to study the purpose of assisting African American students the background of the language and its linguistic his- in acquiring Standard American English. Here, a majority of the teach- ness is the most crucial focus area, as it embodies ers were presenting the same material to all the stu- one of the main tenets of LAP. The strategy of dents for equal access to the curriculum. Lessons demonstrating knowledge of nonstandard lan- were not watered down. In many of the classrooms, guages, their system of rules, sounds, and meanings the environment was arranged in a way that created was used by some of the teachers. Some classes used the strategy of tory and culture. The two well implemented strate- incorporating high movement content materials and gies in Linguistic Awareness were introducing the high movement contexts; the teachers used litera- students to SAE vocabulary and providing regular ture with plots and characters involved in physical opportunities to use SAE in authentic situations. All of the LAP teachers daily basis, and creating a classroom environment used classroom libraries that included culturally that is encouraging and stimulating for the students. The teachers rich environment. The use of listening centers with used African American literature that included cultural folklore, storytelling, and books on tape pro- African American language such as works by Vir- vided the models of the language of school and the ginia Hamilton, Langston Hughes, Julius Lester, use of cultural centers that featured African and Camille Yarborough, and others. These works give African American cultural artifacts and games. Then areas in the classroom creates a situation that can they are able to make comparisons and contrasts impact academic achievement for African American with the language they read and the language they students as Standard English language learners. Use speak, as well as with Standard American English. The LAP teachers demonstrated that use ologies. The teachers incorporated strategies that al- of all six focus areas in a consistent, quality manner lowed students to read aloud, providing them with could bring about improvements in writing. They also read to students on a Concluding Thoughts daily basis. A focus on writing was incorporated as well, particularly the writing process. Most inter- How does the teaching that occurs in the Linguistic estingly, the one strategy that the teachers struggled Affirmation Program become systematic? In

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the with was using the similarities and differences of the classroom, this generally means that the teacher nonstandard language and SAE to support phonetic views the language of most African American stu- analysis. This strategy requires that teachers know dents as rule-governed and the acquisition of that the particular African American language phono- language as natural, complex, and meaningful. The teachers are structure instructional, meaningful conversations for then asked to accommodate these sound differenti- students, respond with modeled language, and learn ations during their phonics instruction. Center for Applied Linguistics, and how it develops and changes, establishing a re- English and Language Arts for the Black Learner. NCTE, culture, and demonstrating to students the belief Its History and Usage in the guistic entities Professional development has to be centered Hollie, Sharroky. An Alternative Ap- tic Awareness. Staff developers need to focus on in- proach. U of Southern California, English for Your Success. Administrators are en- â€”â€”â€”. Linguistic Research and Educating African Ameri- cans. Los Angeles Unified School Dis- couraged to support teachers in ways that allow trict, Program Overview and In- dard language awareness approach. In this case, structional Framework. Los Angeles public perception looms large. Administrators as in- Unified School District, Maddahian, Eb, and Ambition Sandamela. Program Evaluation and Research Branch. Los An- need to be given an opportunity to work within class- geles Unified School District, This really speaks more to the Simpkins, G. Houghton-Mifflin, within the system than it does to this approach. The Language of ing system be seriously considered. Wayne State UP, The True Language of Black Folks. Center for Black Studies, Works Cited Woodson, Carter Goodwin. The Mis-Education of the Negro.

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### Chapter 3 : Infusing Culturally Responsive Instruction into Daily Teaching I | Sharroky Hollie - blog.quintoa

*Language Acquisition and Learning in Standard English Learners (SELs) Reading References Compiled by Noma LeMoine, Ph. D. Developing Academic English for Standard.*

Her areas of research interest include critical discourse analysis of gender relations, and postcolonial narratives. Language, education, and social change H. Samy Alim and John Baugh, eds. This volume brings together some of the leading scholars in the study of Black language, culture and education to present an interdisciplinary approach on language education and also to promote an action agenda for social change in the continuing struggle for equal language rights. An overall perspective adopted in the discussion of the book is that of the need to move the language conversation to the higher ground of the collective "locally, nationally, and globally. Thus, the book will be highly attractive to anyone interested in both the creative, classroom-based, new pedagogical approaches in the education of linguistically marginalized youth from hip hop culture to the art of teaching narrative comprehension and the broader, global concerns that impact schooling from linguistic emancipation to the case of mother tongue education of South Africa. It is stated repeatedly that language is a highly important instrument of social transformation, not only for Black people but for all people everywhere. The brilliant papers in this book speak volumes to that progress. As Talking Black talk is an important contribution to the growing need of taking an action-oriented approach toward social change, the contributors to this volume are taking part in an agenda that focuses on preparation, pedagogy and policy. According to the editors, there are three major action points that should be placed high on the language education agenda for the coming half century: Each of the contributors in this volume addresses one or more of these central themes. The book is divided into three parts evolving around the following issues: Part I begins with H. What is suggested here is the importance of the development of innovative language pedagogies, such as Da Bomb Squad Comprehensive Literacy Program and Hip Hop Culture as educational practice that is building upon the cultural-linguistic realities and experiences as the sources of knowledge and learning of Black students. However, the acceptance of AAL as a modern, functional language of instruction raises some fundamental questions, like what degree of mastery of Standard English should be expected of students for special purposes such as grade promotion, graduation, and admission to college? These issues still need to be resolved. The following two chapters offer insight into teacher attitudes and classroom based instructional approaches to language and literacy development. In another words, teachers of SELs Standard English Learners should become familiar with the learning styles and strengths these minority students bring to the classroom. For instance, the AEMP Academic English Mastery Program is designed to eliminate disparities in educational outcomes of underachieving students by applying well-developed, research based instructional practices, such as linguistic awareness and infusion to promote the acquisition of school language, literacy and learning. All the chapters in Part II attempt to describe and theorize Black American Culture and communicative practices in micro and macro terms. The central emphasis is on the representation of the specific rhetorical devices and linguistic patterns inherent in Black verbal style characterized by stylistic features, such as the Dozens, the Toast, Call-Response, Signification and Rhythmic Pattern. She shows great skills in making interesting links between BL and Black literary and musical traditions and innovative cultural forms, such as Hip Hop Culture. I find this chapter extremely powerful because of the ways it tries to defeat linguistic myths and misconceptions about African American language. Sanchez offers a transformative perspective on Black language by constantly reminding the reader that it is not a problem or an obstacle to be overcome but a source for Black people to invent and reinvent themselves. Spears describes and theorizes Black American communicative practices in macro and micro terms. Spears touches on the issue of the radical difference between the language use of Black Americans and that of Whites by describing the widespread features and principles that give AAL its distinctiveness, such as improvisation, performativity, directness and augmentation. All these features, as

Spears remarks in his conclusion, provide the perfect vehicle for expressing direct content and for displaying creativity. Part III of the volume offers insight into the local and global dimensions of struggle for equal language rights. King's " which raised the critical issue of the relationship of AAL to educational policy and public practice " turns 31 but the linguistic barriers and their racially motivated existence still need to be overcome. Baugh and Smitherman argue convincingly that there is an urgent need for language pedagogy specifically designed around languages that suffer linguistic discrimination, such as AAL. As the authors remark, the chapter can be considered as a call for scholarly responsibility on language matters within and beyond the African Diaspora. She argues that it is time to make a change, a real difference and to help culturally Black, AAE-speaking children who are discriminated against because of their language which encapsulates the essence of who they are to equally participate and succeed in education. It is stated repeatedly by Alexander that multilingualism including English as one of a package of language resources is an asset and also the best strategy for social transformation. Most of the chapter revolves around the idea that people have an intrinsic right to use their languages as a part of general strategy of equality and full participation. All in all, this volume achieves its main goals as an action-oriented agenda for social change while the interdisciplinary contributions address a variety of specific topics that form a somewhat coherent set of terms of the all encompassing general theme, which corresponds to the continuing struggle for equal language rights. In spite of the fact that the collection of papers produced for this book offers only a representative insight into the studies of Black American speech and writing, it is a volume greatly compelling in its main points.

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### Chapter 4 : AMERICANA: "Talking Black talk: Language, education, and social change" - review by Pauline

*Introduction: Black Language, Education, and Social Change: Continuing the Struggle for Equal Language Rights 50 years After Brown / H. Samy Alim and John Baugh Part I.*

In her reading specialist role, she works predominantly with English language learners and struggling readers and writers, grades K-6. Additionally, Jamey serves as an education consultant with Teacher Created Materials specializing in presenting, speaking, and training. Don taught high school for several years and has presented over workshops in 48 states and 15 countries and is the author of numerous books and articles. Kelley has over ten years of classroom experience and has extensive experience training and collaborating with teachers to ensure the highest level of student achievement. Jordana Benone, is currently teaching in Redondo Beach, California. She has spent 17 years in the classroom teaching all levels of students with a specialty in subjects to include theatre arts, stage production, and ELL development. In addition to her role as a teacher, Jordana is also an academic officer for Teacher Created Materials, where she provides professional development and training on Teacher Created Materials curriculum materials and Shell Education professional resources for school districts, teachers, and educational trainers. She has held various positions in the Los Angeles Unified School District including teacher, literacy coach, bilingual coordinator, district EL expert, assistant principal, and principal. She is currently a Post-Doctoral Fellow at Claremont Graduate University conducting research on highly effective teachers of traditionally underserved populations. Vivian Bernstein is an author, educational consultant, and speaker. As a consultant, Vivian has conducted professional development workshops to improve the teaching and reading with many school districts. She has also presented sessions at the national conferences for the International Literacy Association and the National Council for Social Studies. In her role as the ESOL supervisor, she has coordinated and supervised the work of instructional specialists who are developing assessments and curriculum resources and has provided instructional support and professional development to school staff, including ESOL teachers, content teachers, and administrators at all levels. Donna Boucher has been an educator for more than 20 years, with 16 years of elementary classroom experience. As a campus-based mathematics instructional coach, she found a passion for early numeracy and worked with K-2 teachers to take the mystery out of teaching math. Donna now serves as a K-5 math interventionist, putting theory into practice on a daily basis. She has published articles on academic English, English language learners, and motivation. Her main areas of research are English language learners and writing. Danny Brassell is an educational consultant and author. A former teacher, Danny is a popular national presenter who speaks on topics ranging from literacy to motivation. He has written numerous articles for academic journals, magazines, newspapers, textbooks, and book chapters. Heather Brooke currently serves as an Academic Officer at Teacher Created Materials, where she provides professional development and training on Teacher Created Materials curriculum materials and Shell Education professional resources for school districts, teachers, and educational trainers. Brooke has worked extensively with the Explor-eBook platform, creating training materials and conducting multiple professional developments for educators. Heather spent ten years in the classroom teaching all levels of secondary social science, including AP psychology, regular and sheltered ELL world history and U. Brooke worked for a short time and then went to California State University, Dominguez Hills to get her teaching credential in Social Science. In addition to being a school-wide coach, Ms. Van Brunt is a district trainer where she delivers courses that focus on planning and differentiation in grades K, as well as induction courses for new teachers. Van Brunt attended the State College of Florida where she completed their Educator Preparation Institute and earned her professional teaching certificate. Colene Van Brunt, M. Mary Buck, Educational Consultant for Teacher Created Materials, provides job-embedded professional development, modeling, and consulting for teachers, school administrators, and district personnel. Buck has taught mathematics in the middle grades and high school; served as a curriculum support specialist in the Office of Curriculum and Instruction, Division of

Mathematics; and was a middle school assistant principal. Lisa Callahan, Educational Consultant for Teacher Created Materials, provides professional development training for teachers across the country. Lisa has twenty years of experience in the educational field. She completed her years in public education as the director of K literacy for Community Unit School District in Wheaton, Illinois. Prior to being an administrator, Lisa was a third grade teacher, Title I teacher, reading specialist, and curriculum leader and served on many school improvement committees. Mary Ann Capiello, Ed. Marva Cappello currently serves as a tenured and full professor of teacher education at San Diego State University, California, where she teaches credential, masters, and doctoral level courses in literacy and education research methods. Cappello is also the graduate advisor for all of the university reading programs including the Reading and Literacy Added Authorization, Reading and Literacy Leadership Credential, and M. Marva is the director of the Center for Visual Literacies, which focuses on improving student learning through visually integrated teaching practices and exploring the potential of visuals as data and for data analysis in qualitative inquiry. After receiving her BFA, she earned her M. Kim Carlton currently serves as an academic officer for Teacher Created Materials where she works with teachers in a variety of areas including balanced literacy and writing instruction to foster her passion to help teachers infuse reading and writing instruction into their daily teaching. In this role, Ms. Carlton provides professional development and training on Teacher Created Materials curriculum materials and Shell Education professional resources for districts, teachers, and educational trainers. Lakenna Chitman-Booker has worked for the Memphis City Schools System since , teaching sixth through eighth grade mathematics and science courses. During this time Lakenna has been a grade-level chairperson, science department chair, content-area literacy demonstration classroom teacher, teacher presenter, majorette sponsor, and much more. Sally Creel, Science Supervisor for Cobb County Schools in Georgia, has spent the last 16 years as an educator and science administrator working with teachers and K students. Erika Thulin Dawes, Ed. He has written many professional books and articles as well as presented numerous seminars and workshops for teachers around the United States and Canada. He focuses on helping schools align their instructional practices with the Common Core and other state standards. Prior to becoming a consultant, Mr. Denman spent 11 years as a school teacher. She is renowned for providing inspiring and dynamic professional development to educators throughout the country. Building Language Proficiency series. She is passionate about empowering teachers and students around Social Emotional Learning and Culturally and Linguistically Responsive Teaching. A theater artist, educator, and researcher, she has taught internationally in Japan and Israel and throughout the United States. Her research interests include the impact of arts integration in education, and the role of arts in developing a sense of voice and identity. While a faculty member at CSUF, her area of research and expertise focused on language and literacy development for English learners. DuPree was a high school mathematics teacher and mathematics coach for 12 years. His doctoral research focused on district-level strategies that impact student outcomes in algebra. Carrie Eicher currently works with Dr. There, she partners with educational leaders and teachers within various school districts to support implementation and teacher growth in the area of Culturally and Linguistically Responsive Teaching. Her passion and commitment for teaching and learning within a culturally competent environment where diversity is valued led her to work with Dr. Hollie and his organization for the past 3 years. Valerie Ellery has served the field of education for more than 25 years as a National Board Certified Teacher, curriculum specialist, mentor, literacy coach, staff developer, and award-winning international author and consultant. Valerie has published many books, curriculums, and staff-development video series to empower educators to create literacy reform globally. Prior to teaching, Emily worked at Teacher Created Materials as an editor and series developer, Education Division coordinator for professional development and special projects in addition to working on a number of curriculum resources, including early childhood, language arts, and mathematics. Emily has also had the opportunity to work on special project-related technology integration and custom curriculum products. Mary Jo Fresch, Ph. She has taught elementary school, adult literacy, and literacy methods courses, and has authored and edited many articles, books, and teacher resources. Richard Gentry is nationally recognized for his work in spelling, phase

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theory, beginning reading and writing, and teaching literacy in elementary school. A former university professor and elementary school teacher, his most recent book is *Raising Confident Readers*: Other books include topics such as beginning reading and writing, assessment, and spelling. He also blogs for *Psychology Today* magazine. Richard has spoken at state and national conferences and has provided teachers with inspiring strategies to use in their classroom. Karie Gladis is an educational consultant who has extensive professional development training experiences with administrators and teachers across all content areas. Karie is the author and editor of several mathematics and language development resources. During the course of her teaching career, she taught multiple subjects for fifth and sixth grade. Linda Gojak, Director for Mathematics and Science Education, Teaching and Technology at John Carroll University, is a leader in mathematics education and has taught mathematics at various grade levels for over 35 years. Judith Goodman is currently an education consultant for Teacher Created Materials where she provides teachers and administrators nationally with high-quality professional development trainings, covering all content areas and grade spans. Goodman has spent over 30 years in education, spending the majority of that time in the classroom teaching all levels of students across multiple content areas. Janet Hale currently serves as a curriculum mapping and curriculum design consultant, trainer, and coach for numerous schools, districts, and dioceses. She is also an educational consultant for Teacher Created Materials TCM where she provides high-quality professional development across all content areas and grade spans. She has been a special-education high school teacher, and a general-education elementary school teacher. Her passions include systemic curriculum design and curriculum mapping; standards literacy and alignment; modernizing curriculum, instruction, and assessment; and documenting learning. Ruth Harbin-Miles began her career in the Olathe School District, USD in Olathe, Kansas, first as a middle school teacher of the sixth grade and then as district math coordinator for the faculties of 33 elementary schools and 12 secondary schools. She taught undergraduate methods courses in Missouri at the University of Missouri at Kansas City and Avilla College and graduate and undergraduate courses at various other universities as an adjunct professor. Ruth is currently teaching undergraduate courses at Mary Baldwin College and a graduate course for James Madison University. She has presented at leadership conferences in numerous cities across the United States and Canada and at 12 national conferences. Erick Herrmann is an educational consultant. Erick has a high degree of expertise in sheltered instruction and meeting the educational needs of English language learners as well as integrating academic language and literacy instruction into the content areas at all grade levels. Sharroky Hollie is the Executive Director of the Center for Culturally Responsive Teaching and Learning, which is a non-profit organization dedicated to providing stellar professional development for educators desiring to become culturally responsive. Classroom Practices for Student Success. Ted Hull is an author and educational consultant. Ted served in public education for 32 years as a mathematics teacher, K mathematics coordinator, school principal, and director of curriculum and instruction. Jump provides professional development and training on Teacher Created Materials curriculum materials and Shell Education professional resources for districts, teachers, and educational trainers. Jennifer is a passionate educator, who has spent fifteen years in various roles dedicated to student achievement. Before joining Teacher Created Materials, she contributed curriculum and professional development support to the fastest growing urban school district, the public school system in Washington D. She led the curriculum work, providing teachers with organized, content-rich, text set curriculum for ELA in grades K She also provided professional learning for both large groups of teachers and individual teaching through coaching to improve the literacy outcomes in the district.

### Chapter 5 : Table of Contents: Talkin black talk :

*to acknowledge the initial work of Dr. Noma LeMoine, Dr. Sharroky Hollie, Anthony Jackson, and Carlos Barrn for their development of the draft version of the Mainstream English Language Development Handbook.*

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## Chapter 6 : Mexican American Language (Chicano English) - [blog.quintoapp.com](http://blog.quintoapp.com)

*Chapter 3, "Developing Academic English for Standard English Learners", by Noma LeMoine and Sharroky Hollie, highlight that the knowledge of how to use culturally responsive pedagogy is a key to teachers performing effectively.*

## Chapter 7 : Holdings : Talkin black talk : | [York University Libraries](http://York University Libraries)

*"The Whig Party don't exist in my hood": knowledge, reality, and education in the hip hop nation / H. Samy Alim --The ebonics phenomenon, language planning, and the hegemony of standard English / Charles E. DeBose --Developing academic English for standard English learners / Noma LeMoine and Sharroky Hollie --The art and science of teaching.*

## Chapter 8 : Authors | [Shell Education](http://Shell Education)

*Systematic Teaching of Situational Appropriateness in Language â€¢ Building understanding and awareness of the linguistic structures of Standard English as differentiated from the home language â€¢ Encouraging students to accept and to appreciate the value of code-switching linguistically Without losing their identities 3.*

## Chapter 9 : Talkin black talk ( edition) | [Open Library](http://Open Library)

*Then areas in the classroom creates a situation that can they are able to make comparisons and contrasts impact academic achievement for African American with the language they read and the language they students as Standard English language learners.*