

# Simple Ways to Include Inclusive Grammar in Your Lesson Plans



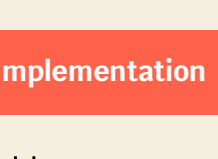
K-5

To help develop your own lessons and build upon topics discussing linguistic inclusivity and dialect diversity check out this template for research and ideas!

Topic	Research	Classroom Implementation
Speech, Writing, and Identity	<p>“The Re-Education of Neisha-Anne S Green: A Close Look at the Damaging Effects of “A Standard Approach,” the Benefits of Code-Meshing, and the Role Allies Play in this Work” <a href="#">Neisha-Anne S. Green - The Re-Education of Neisha-Anne S Green A Close L.pdf</a></p> <ul style="list-style-type: none"><li>Neisha-Anne S Green describes her experience with code-meshing and the effects of when she does not engage in the practice. Code meshing allows her “to be able to self-consciously and un-self-consciously blend (her) own accent, dialect, and linguistic patterns as they are influenced by a host of folks, environments, and media” (Green 2006). Engaging in code meshing allows the author to retain her identity in how she communicates with all people. When she does not she compares the experience to physical symptoms such as dry mouth from being unsure what voice or accent will come out when she begins to speak. Ultimately, she concludes that “language and identity are directly connected and rather intertwined” (Green 2006).</li></ul>	<p><u>Grammar Detectives:</u> Invite students to notice patterns in their own writing and in authentic, representative literature (check out the booklist)</p> <ul style="list-style-type: none"><li>Provide students with a one page piece of writing or have students write a short story about their identity</li><li>Ask students to circle all the verbs</li><li>Invite students to share patterns they see throughout the sentences</li><li>Continue this process by identifying different grammatical constructions (eg. <i>nouns, direct objects, apostrophes, adjectives</i>)</li><li>Ask students how these patterns or word choices can reflect a person's identity</li></ul> <p><u>Grammar in Communities:</u> Students create projects that explore their neighborhoods and communities</p> <ul style="list-style-type: none"><li>Have students write a greeting that they would say to a member in their community</li><li>Students share their greeting with the teacher and class</li><li>Students then write three questions that they would like to ask their chosen community member about themselves (eg. <i>where did you grow up, what was your favorite subject in school, what language(s) do you speak or have learned</i>)</li><li>Have students record their conversation and reflection or present on their experience</li></ul>



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Speech, Writing, and Identity	<p>Lisa Delpit's “The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children” <a href="#">Lisa D. Delpit - 1988 - The Silenced Dialogue Power and Pedagogy in Educa.pdf</a></p> <ul style="list-style-type: none"><li>Delpit identifies five aspects of power: “issues of power are enacted in classrooms, there are codes or rules for participating in power, the rules of the culture of power are a reflection of the rules of the culture of those who have power, if you are not already a participant in the culture of power being told explicitly the rules of that culture makes acquiring power easier, and those with power are frequently least aware or least willing to acknowledge its existence whereas those with less power are often most aware of its existence”. This article provides insight into the common phrases and perspectives of middle class teachers and how because of alternative worldviews, people of color do not engage in the same practices, thus influencing the success of students of color in the classroom. Through examples and scenarios, this article discusses code switching, moralization of language, and contrastive analysis from the perspective of Black and White students and teachers.</li></ul>	<p><u>Linguistic Autobiography:</u> Students write their own autobiography about how they learned to write and how they write</p> <ul style="list-style-type: none"><li>Invite students to write their autobiography as entries in a journal</li><li>Provide students with prompts<ul style="list-style-type: none"><li>Reflect on a time when your writing was graded and it made you feel positively or negatively</li><li>Write about how you learned how to write and what your experience was like</li><li>Write about who you feel most comfortable with reading your writing and in what setting you feel most comfortable writing</li></ul></li></ul>



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Linguistic Inclusivity	<p>Emily Wadsworth's “Inclusive Teaching: A Workshop on Cultural Diversity” <a href="#">Wadsworth - Inclusive Teaching A Workshop On Cultural Diversity.pdf</a></p> <ul style="list-style-type: none"><li>To create a linguistically inclusive classroom, teachers need to be aware of cultural differences, such as individualism versus collectivism, time management, and communication styles as well as the prominent values in the United States that influence the education system. To create a classroom that is challenging and supportive, teachers need to be knowledgeable about their own culture and their students' cultures to adapt their teaching practices (Wadsworth 1992).</li></ul> <p>Susan Rivers' “Achieving Standards in the English Language Arts (and More) Using The RULER Approach to Social and Emotional Learning” <a href="#">Rivers and Brackett - 2010 - Achieving Standards in the English Language Arts.pdf</a></p> <ul style="list-style-type: none"><li>The RULER method works together with Social Emotional Learning. RULER stands for recognizing, understanding, labeling, expressing, and regulating. The benefits of including social emotional learning in the classroom are that it helps students communicate with each other, focus on their work, and strengthen their analytical and critical thinking skills. When a student can identify an emotion their character analysis improves. They can look for clues in the reading that would tell them why the character was angry because they are able to connect what makes them angry to other people's similar emotions. The RULER method helps teachers craft questions that students can use in their lessons and helps teachers create lessons that are relevant and personalized to the shared experiences of the students and the topic being discussed (Rivers &amp; Brackett 2010).</li></ul>	<p><u>Around the World</u> Have students research different countries to learn about their culture, language, and population</p> <ul style="list-style-type: none"><li>Assign students as a group or individually a country</li><li>Using guiding questions, help students research their country<ul style="list-style-type: none"><li>What is the main language spoken in this country? What are other languages that are spoken?</li><li>Where is this country located?</li><li>What is a tradition in the country?</li><li>Is the country famous for anything? (Eg. <i>Landmarks, clothing, food production</i>)</li></ul></li><li>Have students present their findings as a poster, video, or paper to the class</li></ul>



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Linguistic Inclusivity	<p>“What Stories Do My Classroom and Its Materials Tell? Preparing Early Childhood Teachers to Engage in Equitable and Inclusive Teaching” <a href="#">Souto-Manning et al. - 2019 - What Stories Do My Classroom and Its Materials Tell.pdf</a></p> <ul style="list-style-type: none"><li>The author describes the historically marginalized way students of color are treated in classrooms because the “purpose of schooling was not to liberate but to sort and classify, not to intellectually expand but to standardize, not to transform but to conform”. Thus to teach teachers how to engage in equitable and inclusive practices, the article emphasizes using material that is representative of the majority of students in your class (2% of classroom material in NYC public schools represented Latinx students, but a survey showed 44% of the students in the classroom identified as Latinx). When the material that is used features white, middle class culture, it can easily be understood that that is the most valued culture and those people are superior. Using books and materials that discuss micro-aggressions, question injustices, engage with other cultures, and uphold high expectations are also critical to have in a classroom and use with students. “Momma, where are you from” is a suggested book to address the common micro-aggression of asking students of color where they are from (Souto-Manning 2019).</li></ul>	<p><u>Seeing Myself in Books:</u> To create an inclusive classroom, consider using books that represent a variety of cultures, dialects, and races for all students to be able to identify with a character and/or their experiences</p> <ul style="list-style-type: none"><li>When looking for sample passages, read alouds, or books for your classroom bookshelf use diverse, representative literature that introduces students to a variety of cultures, dialects, and races</li><li>Use our book list, the references attached to our booklist, or the Netflix show Bookmarks to get started</li></ul>



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The Power of Standard English	<p>Anna Babel's TED Talk “Who counts as a speaker of a language?”</p> <ul style="list-style-type: none"><li>Social categories, languages, and people's assumptions impact the lives of multilingual students. If people are not aware of their biases related to language and social categories, multilingual students will continue to be judged on their ability to use Standard English and are more likely to be racially profiled. This has implications in areas such as college admissions and job interviews (Babel, 2020).</li></ul> <p>Patricia Ryan's TED Talk “Don't insist on English!”</p> <ul style="list-style-type: none"><li>English classes and teachers have become gatekeepers to higher education and the advancement of knowledge. When we equate intelligence with English we diminish the possibility of new ideas because each language possesses the ability to express concepts differently. The purpose is not to discourage people from speaking English, but from emphasizing it at the expense of other languages (Ryan, 2011).</li></ul> <p>Alison Sealey's “Teaching Primary School Children about the English Language: A Critique of Current Policy Documents” <a href="#">Sealey - 1999 - Teaching Primary School Children about the English.pdf</a></p> <ul style="list-style-type: none"><li>Despite policy's attempts to institute Standard English as the main dialect to be taught and used in schools, the social and political meanings that are attached to each dialect make it unlikely that only one dialect will win. The article questions the interactions, power, and social resources found in the texts students are presented and the language they are taught to use when writing or writing for an audience (Sealey, 1999).</li></ul>	<p><u>Let's Talk</u> Engage students in a conversation about the concept of language and words having power</p> <ul style="list-style-type: none"><li>In pairs have students share a time when someone judged them based on what they said</li><li>Have students find a passage with dialogue from a book and reflect on their own judgments and evaluations of the character based on the way the character speaks</li><li>Discuss how the language we use determines how other people view us<ul style="list-style-type: none"><li>What aspects of your identity are shown through the way you speak? (Eg. <i>think about how where you live might give you an accent or you might say pop while others say soda</i>)</li></ul></li><li>What are the benefits of having different dialects?</li></ul>