

Language Education, Linguistics, and Publishing

Amelia Chantal Shettle Mena
amelia@readwithyou.com



Read With You

Indigenous and Endangered Languages Lab Reunion
Purdue University
May 2019

What to expect today

- Who am I?
- What is Read With You?
- Publishing and ESL Curriculum Development
- Translation
- Research and the American Language Journal
- Read With You and Language Revitalization

Who Am I?

Role in the IEL Lab at Purdue

- Tuahka Dictionary
- Mayangna *Asangpas* Textbook Project
- Indigenous and Endangered Languages Lab
- Thesis on Native American language revitalization
 - Ideology
 - Structure of Educational Programs
 - Published Materials



Who Am I?

Role at Read With You

- Building education company and publisher, Read With You
- Head of research and development at Read With You
- American Language Journal Editor





Read With You

Inspiring · Nurturing · Connecting

What is Read With You

- Read With You is an education startup
- Focused on...
 - developing strong, student-focused, research-backed educational materials
 - connecting students with experts by offering one-on-one online lessons with certified, licensed teachers
 - bridging the divide between language researchers and language educators
 - giving back to the community through company-wide donation projects involving staff, teachers, and students
 - *The golden monkey logo represents endangered species and languages*

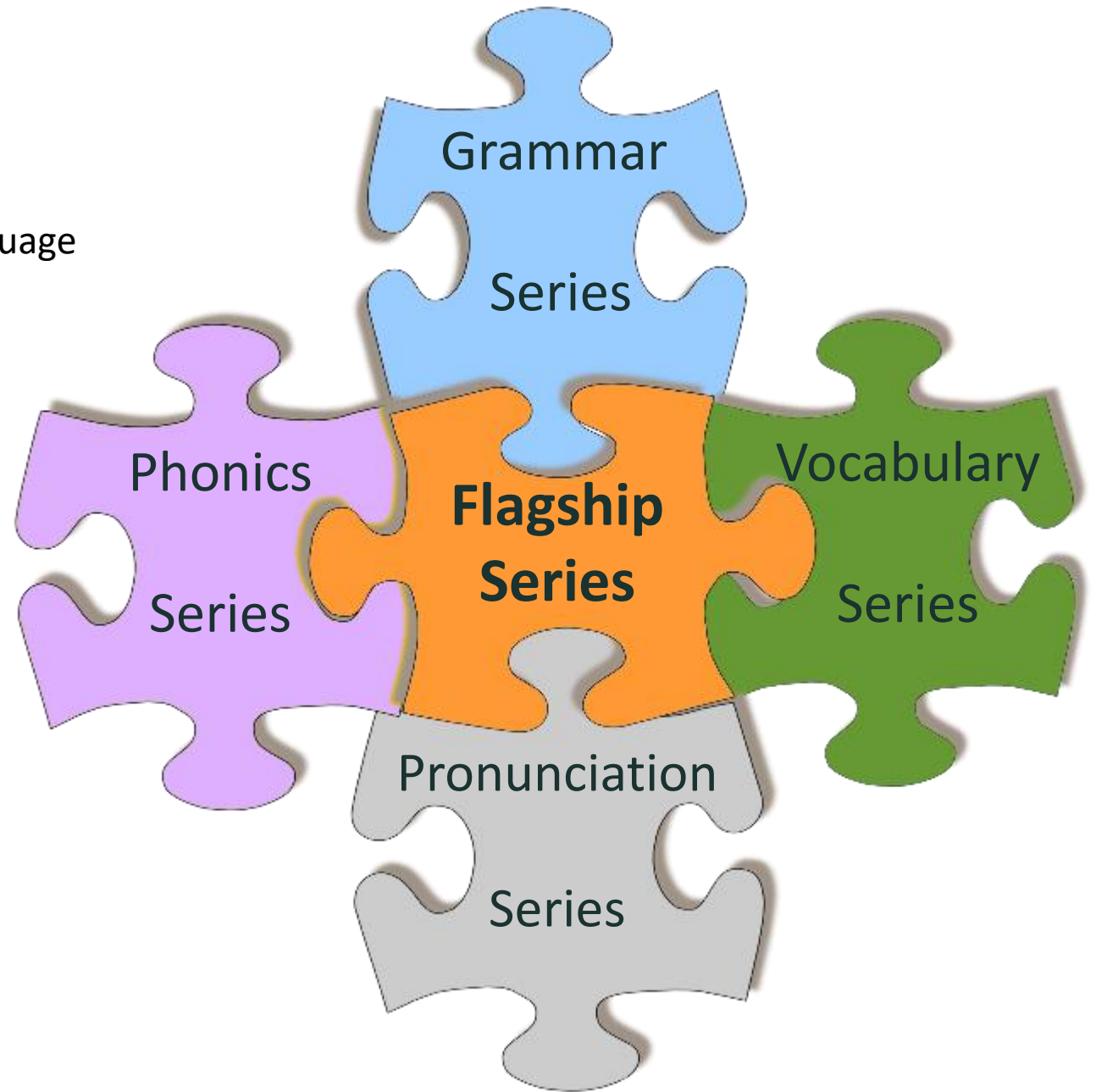


Let's focus on....

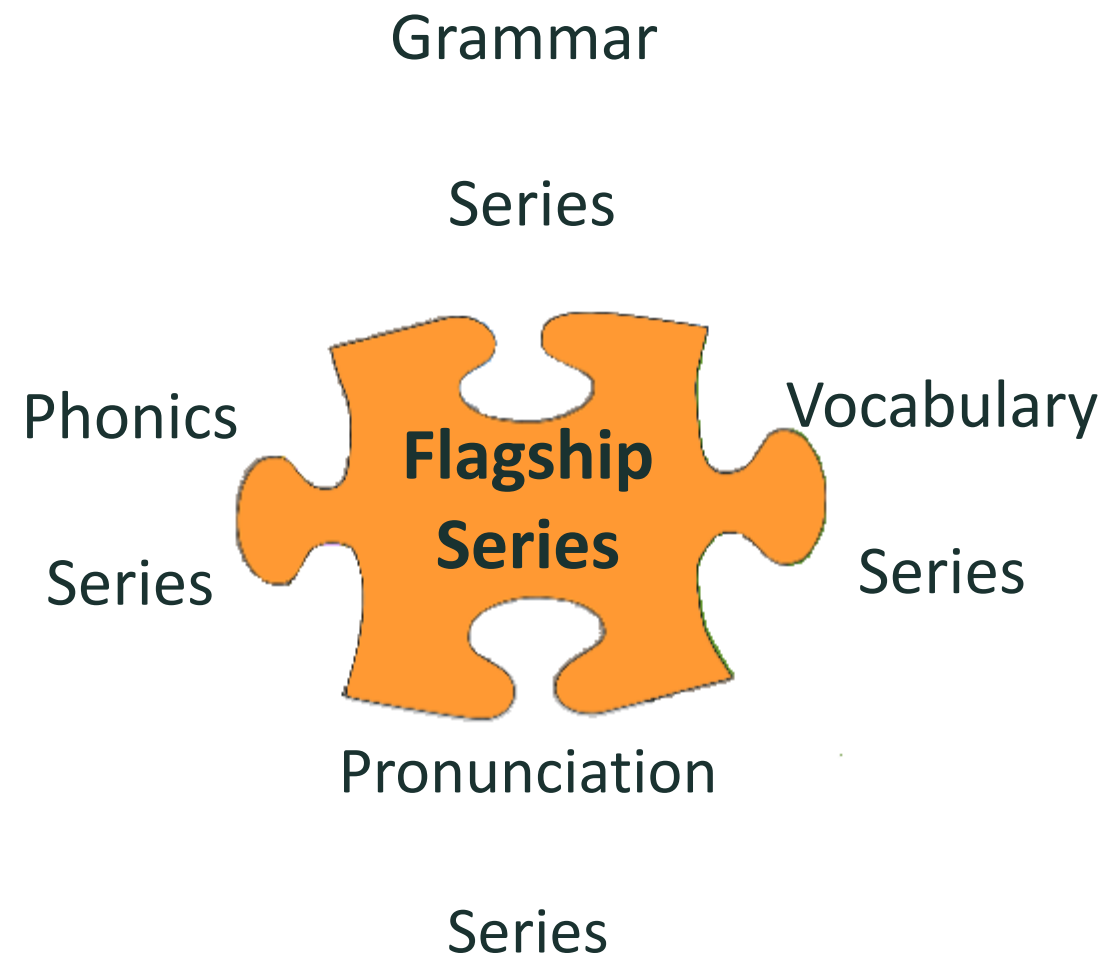
Read With You ESL Curriculum

English Language Series

- Series designed to support each aspect of language learning
- Fully adaptable to individual students' skills
- *There's a book for every student.*

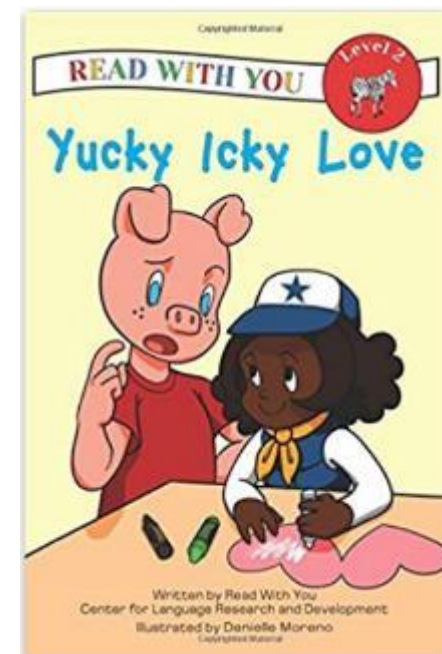
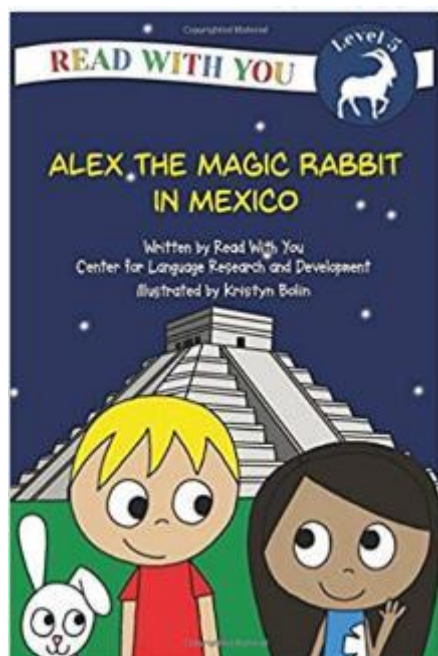


Let's look deeper...



Flagship Series

for English
Language Learners



Flagship Series

teaching grammar on
every page

Grammar: Modal Verbs

In English, modal verbs serve many purposes. Modal verbs include: *would*, *could*, and *should*.

One purpose of modals is to show politeness. For example, when offering help, a speaker could say, "I can help you." This focuses on the speaker's ability to help. Another option is for the speaker to say "I could help you." This expresses politeness and a willingness to help.

In the story, Jabari says, "Maybe I could be of help." He is expressing a willingness to introduce Alex, Kona, and Mason to the elder from his tribe.

Another purpose of modals is to express conditional results. In this case, the condition is described using an "if" clause. Let's look at some examples:

"Wow, if the elephants hadn't broken the box, we never would have found this hidden key!" Alex said.

"If we dehorn Zaza, we could give the poachers his horn!" exclaimed Kona.

As you reread the story, draw a line under each sentence with a modal verb. How many can you find?

36



"Yes, it is, but their greed means they keep coming back," said Jabari.

"You know what? I've read that safely chopping rhinos' horns **could** save them from poachers," said Alex.

"How? **Would** you please tell me more about it?" asked Jabari.



"A rhino's horn grows back if it's chopped correctly," explained Alex.

"Really?" exclaimed Mason.

"If a rhino has been dehorned, it **would** have no value to the poachers, who only want the horns. As a result, their lives **would** be spared," said Alex.

"Wow! **I could** save many more animals," said Jabari excitedly.

Flagship Series

teaching vocabulary on
every page

Vocabulary

This book focuses on vocabulary of common items found at home. Read the list out loud and put a check mark next to all the words you know. Practice finding the ones you don't know in the pictures throughout the book. Once you can remember the words well, put a check mark by the word here.

1. backpack	11. curtain	21. puzzles
2. bed	12. desk	22. skateboard
3. bed cover	13. door	23. stereo
4. bike	14. drawers	24. stuffed animal
5. blankets	15. fish tank	25. toy box
6. bookshelf	16. lamp	26. vacuum cleaner
7. carpet	17. model robot	27. window
8. chessboard	18. phone	28. fence
9. couch	19. picture frame	29. bathroom
10. crayons	20. piggy bank	30. obstacle course

In the box below, draw a bedroom. It should include vocabulary words 1-27. If you run out of space, use the second box to make a second bedroom:



Is it under the **bed**?

No, but I find lots of smelly socks.

Is it in the **toy box**?

No, but I find the **chess pieces**!

Is it on my **bookshelf**?

No, but I find the library book!

Flagship Series

teaching pronunciation on
every page

Pronunciation: Multisyllabic Stress

This book has a lot of long words! In English, we must stress one part of the word more than the others. A "stressed" sound is one that is spoken louder and longer than others. Sometimes the first part of a word is stressed, other times it's the second part or even the third. Read the following words out loud:

In the first list of words below, the first part of the word is loudest. In this list, the loudest syllable is underlined. It should be read like: DA-da-da.

- | | |
|------------------------|-------------------------|
| • <u>f</u> ascinating | • d <u>i</u> sappointed |
| • <u>f</u> uturistic | • <u>i</u> nterested |
| • <u>s</u> outhernmost | • <u>c</u> ontinent |

In the second list of words below, the second part of the word is loudest. In this list, the loudest syllable is underlined. It should be read like: da-DA-da.

- | | |
|-----------------------|-----------------------|
| • Republic | • instantly |
| • rem <u>e</u> mber | • im <u>e</u> diately |
| • Ant <u>a</u> rctica | • mag <u>i</u> cian |



"Ha-ha! That's no use! They've been hypnotized" the evil magician happily announced.

"If you don't give me the map, they will never wake up," he added.

"Mason, give it to him. We have no choice," Alex said as he gave a secret signal to Kona.

Mason sighed and threw the treasure map to the evil magician unwillingly.



"Ha-ha! That's no use! They've been hypnotized," the evil magician happily announced.

"If you don't give me the map, they will never wake up," he added.

"Mason, give it to him. We have no choice," Alex said as he gave a secret signal to Kona.

Mason sighed and threw the treasure map to the evil magician unwillingly.



Right when the evil magician let go of Alex to reach for the map, Alex shouted, "Now, Kona!"

She quickly tossed the pendulum that she had been making to Alex.

"Three, two, one." Alex snapped his fingers. The evil magician was hypnotized.

Mason picked up the map and exclaimed, "That was awesome teamwork!"

Pronunciation



True Level 5
Pronunciation
focus

Grammar

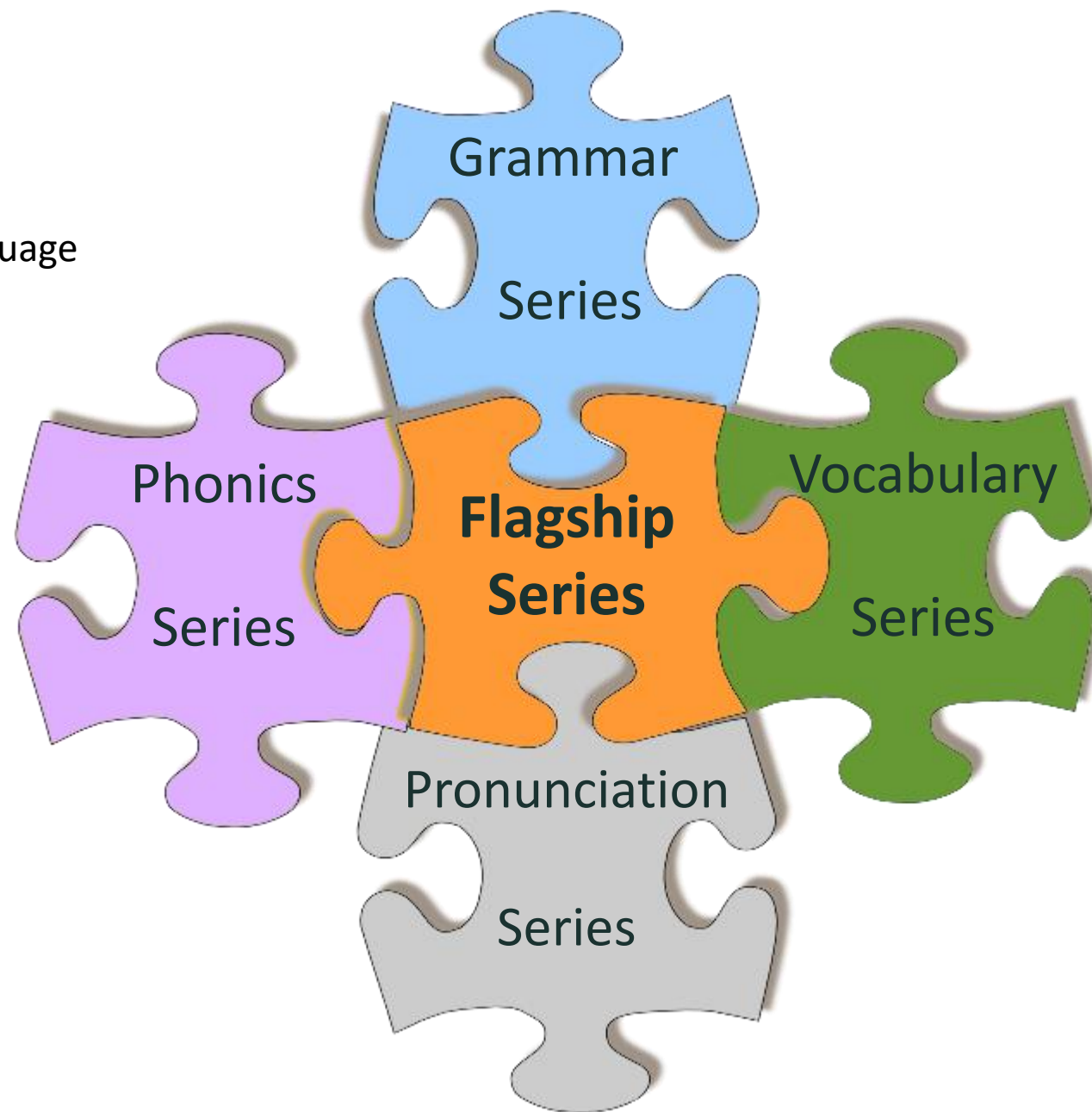
Vocabulary

Flagship Series

- Key Features:
 - ESL Levels 1-6
 - Engaging stories
 - Salient focus on linguistic features
 - Detailed illustrations introduce opportunities to describe
- Unique Attribute:
 - Written with targeted linguistic features repeated throughout
- Take Away Point:
 - Learn English naturally through exposure and practice with each linguistic feature
 - Literacy Power

English Language Series

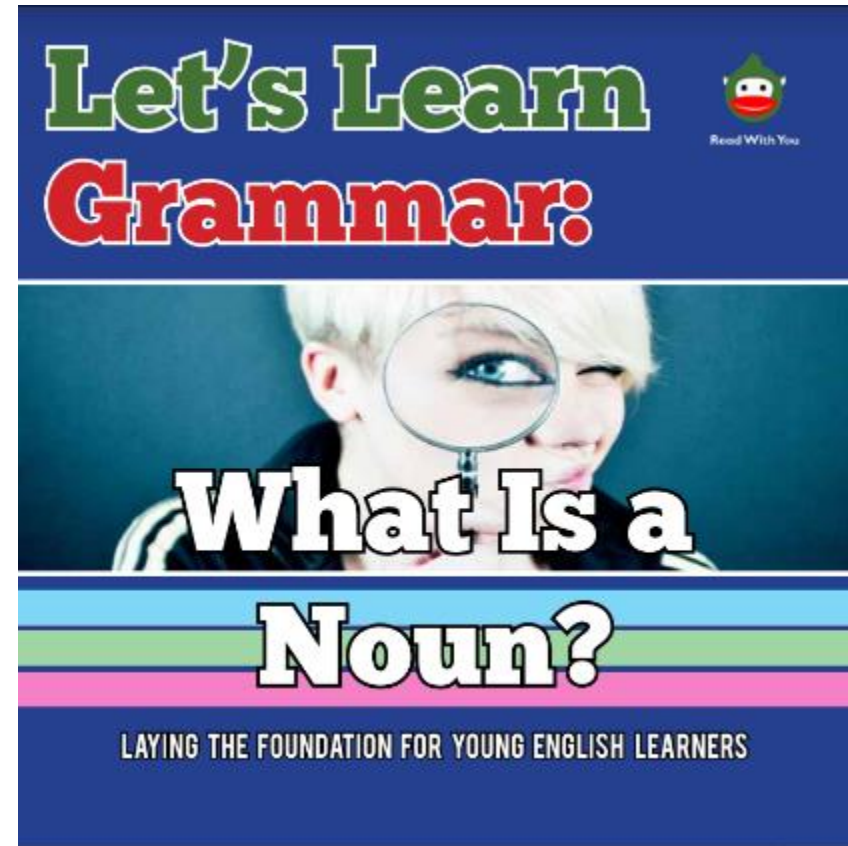
- Series designed to support each aspect of language learning
- Fully adaptable to individual students' skills
- *There's a book for every student.*



Let's look deeper...

Beginner Grammar

- New series: Let's Learn Grammar



Beginner Grammar

- New series: Let's Learn Grammar
- Identifying parts of speech as taught in the US English classroom.

Help your learner categorize the nouns. They should draw a line from each noun to the correct column: person, place, or thing.

person	• dad
	• hen
place	• bed
	• office
thing	• pencil
	• boy

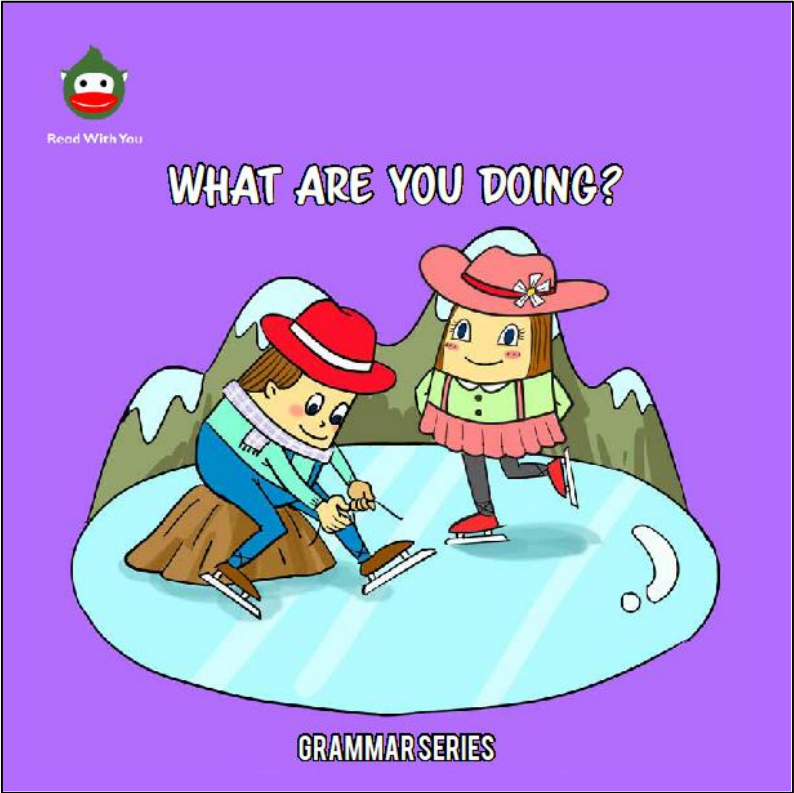
30

Upcoming Grammar Series:

Let's Explore Grammar

- Equipping students with tools for testing parts of speech, such as coordination.

Grammar Toolkit



Grammar Toolkit

- 25 books
- Uses illustrations to demonstrate how grammar changes meaning.



I run.



I am running.





Measuring Tape

Every toolkit contains many tools. The measuring tape is used to help you know the size of something. Use these pages to help you know how, when, and where to use this grammar structure!

In this book, all the verbs are irregular past tense verbs. These are verbs that do not add -d or -ed to the end when forming the past tense. Below are some examples of irregular past tense verbs:

- see → saw
- do → did
- go → went
- throw → threw
- run → ran

Did you notice these verbs do not end in -d or -ed?

Use the exercises below to practice forming the irregular past tense.

Exercise 1: Below is a list of **present tense** verbs. Write the irregular past tense verb in the blank next to each present tense verb. (Hint: you can find all these verbs in the book!)

1. I draw _____
2. I win _____
3. I ride _____
4. I build _____
5. I see _____
6. I lose _____
7. I read _____
8. I make _____
9. I feed _____
10. I fly _____

Measuring Tape (Cont.)

Exercise 2: Below is a list of **irregular past tense** verbs. Write the present tense verb in the blank next to each irregular past tense verb. Then, choose 4 irregular past tense verbs (from exercise 1 or 2) and write a sentence using each verb.

1. I went _____
2. I did _____
3. I swam _____
4. I wore _____
5. I ate _____
6. I was _____
7. I bought _____
8. I threw _____
9. I found _____
10. I had _____
11. _____
12. _____
13. _____
14. _____

Answer Key:
 Exercise 1: (1) I drew, (2) I won, (3) I rode, (4) I built, (5) I saw, (6) I lost, (7) I read, (8) I made, (9) I fed, (10) I flew
 Exercise 2: (1) I go, (2) I do, (3) I swim, (4) I wear, (5) I eat, (6) I am, (7) I buy, (8) I throw, (9) I find, (10) I have, (11-14) Answers will vary
 Exercise 3: (1) He broke the egg, (2) They brought towels to the beach, (3) She came to my house, (4) We drew pictures of fruit, (5) The baby fell many times, (6) I got a soda on Sunday, (7) You heard the children laughing, (8) I knew how to drive a car, (9) We left at 7:00 in the morning, (10) They sold jewelry to make money

Grammar Series

- Key Features:
 - 25 books / 25 grammar features specifically selected for native speakers of Chinese
 - One book for each grammar feature
 - Activities and practice in each book

- Unique Attribute:
 - Teaches how grammar changes meaning. Does not focus on memorizing rules.

- Take Away Point:
 - Designed to model grammar acquisition through natural language acquisition processes. (Meaning vs. Rules)

Phonics Series

- Learning the alphabet and their sounds
(Sound-Letter Correspondence)

Mm

Moon



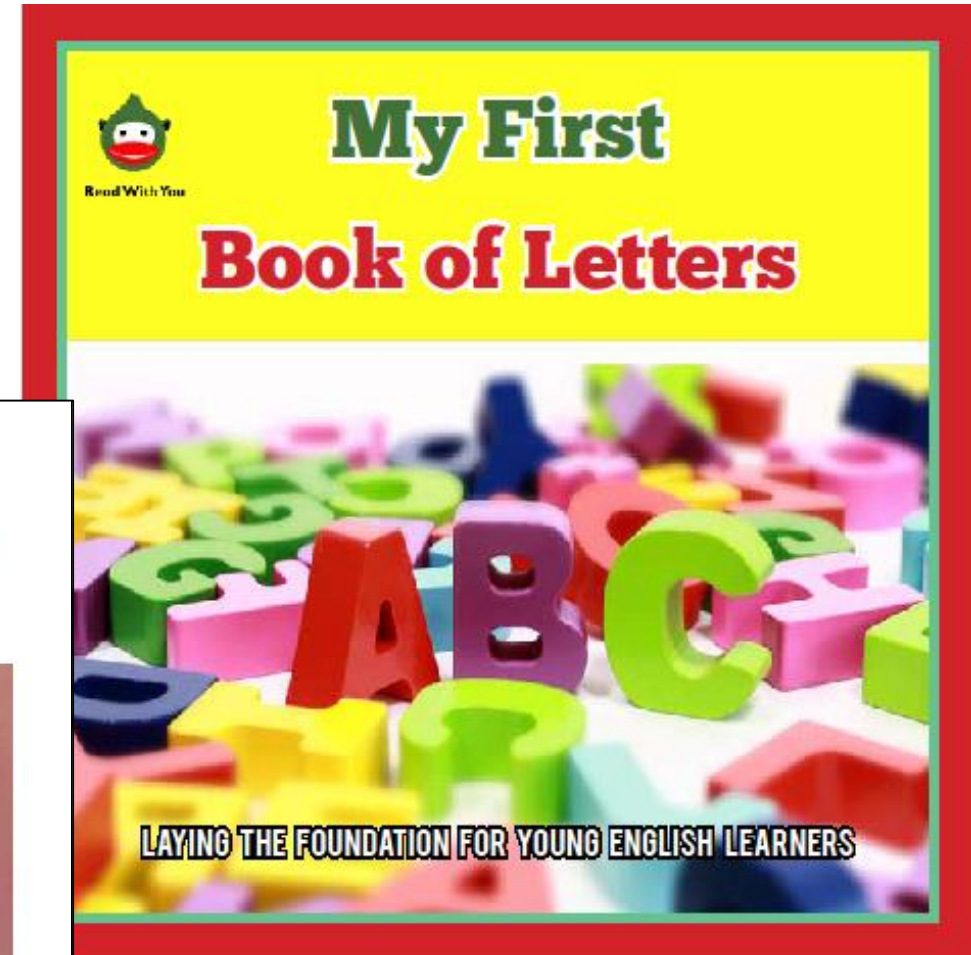
16

Nn

Nose

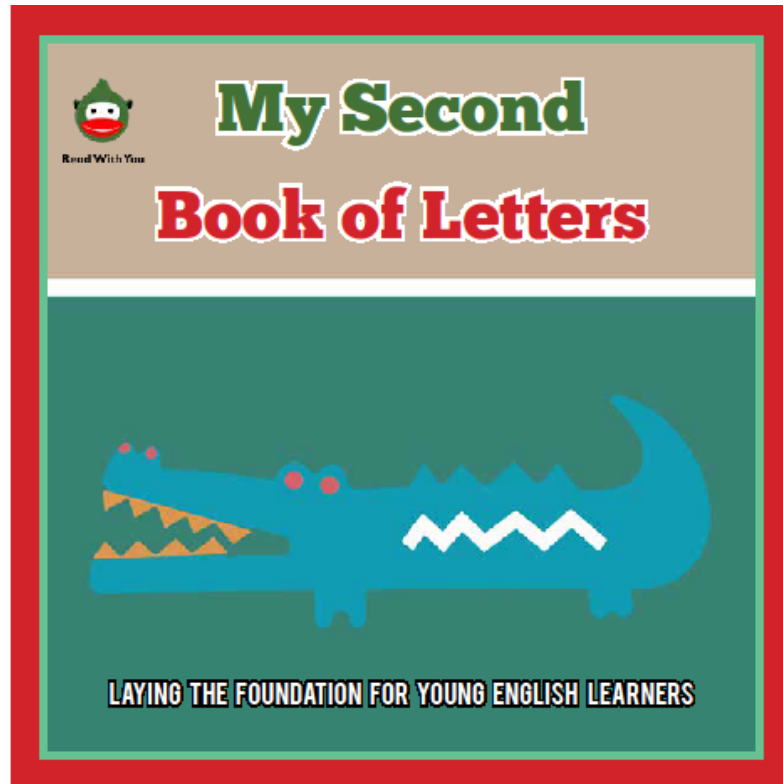


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Phonics Series

- Letters, Digraphs, and Blends



Phonics Series

- Key Features:

- 11 vocabulary words per book
- 5 sets – letters (abc), consonants (bcd), vowels (aeiou), consonant blends (br, bl, cr), digraphs (ph, sh, ck)
- 100 books

- Unique Attribute:

- Every letter, consonant cluster (blend), and letter combination (digraph) exemplified in detail.

- Take Away Point:

- Learn basics of English sounds and reading by practicing with every common sound combination.

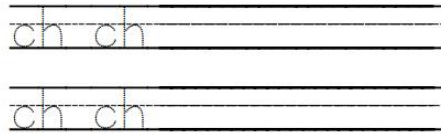
Let's Make New Sound: ch

ch



Action
Pretend you are a train. Rotate your arms and say ch, ch, ch.

Scan the QR Code to hear the song that goes with the letter. Practice the song with your child and the sound that goes with the letter. Don't forget to practice your printing 🖨️



chair

ch + ai + r

chair

Words

chair

cheese

chicken

change

church

chain

Words

beach

lunch

bench

touch

teach

peach

Tongue Twister Tom

- 41 Books
- 41 Sounds



Tongue Twister Tom

- Practice Accurate Sound Production

Hello! I'm Tongue Twister Tom.
Are you ready for the most twisted
tongue twister tales?

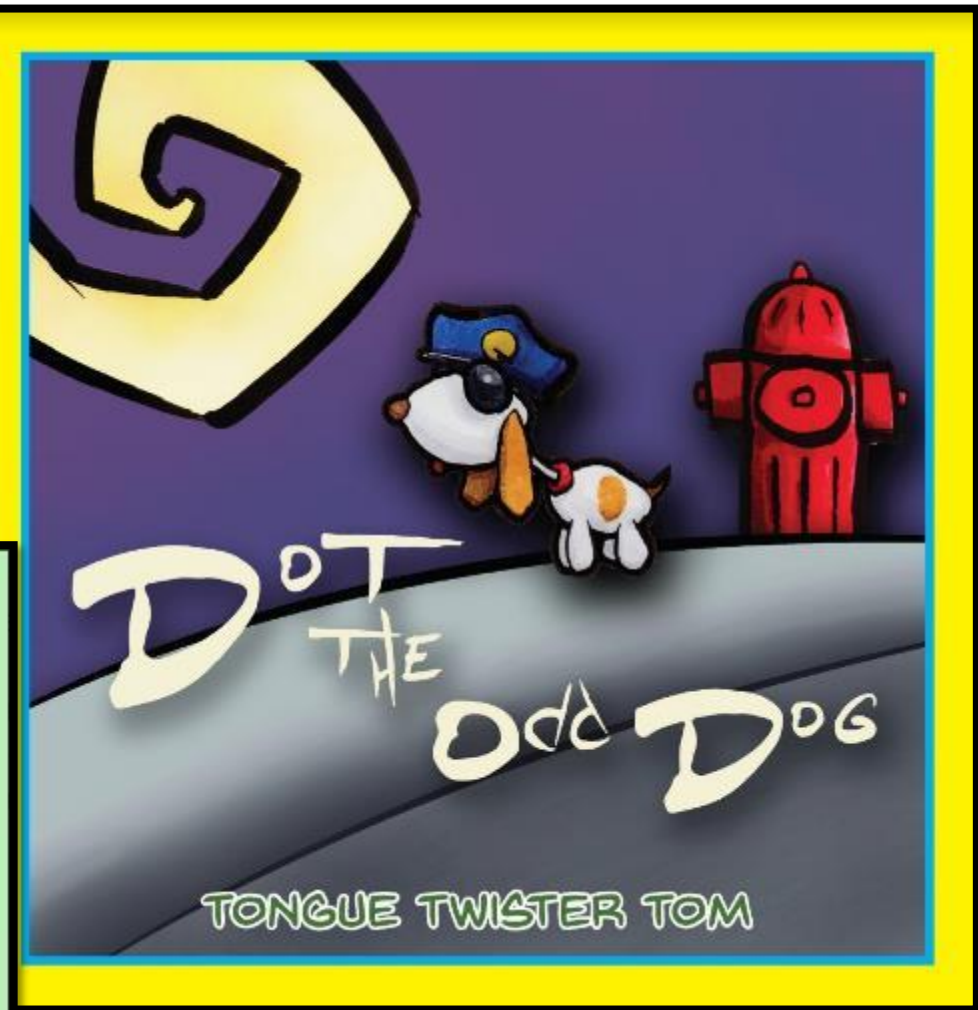


Let's do some warm ups!

First, let's sing, "Bibbidi bibbidi bop!"
Then, let's do a karate chop!
Lastly, let's ask for a lollipop!



Alright! You seem ready! Let's do this!



Sound Guide

This /ai/ sound is repeated a lot in this story, isn't it? Are you pronouncing the sound correctly? To make the sound correctly, your mouth should be open very wide, and your tongue should be flat against your jaw. Then, your mouth will close a little, and your tongue will move up high. While your mouth is closing, your lips will spread into a smile.

We can look at this picture to see how to make this sound:



Can you see where the nose is? Find the lips, the teeth, the chin, and neck, too. Do you see how the tongue looks? You should do this with your tongue when you say this sound!

Action Time

Let's make sure you are saying the sound correctly. Put your hands on your face, like this:



Put your pinky under your chin. Make sure you can feel both cheeks in your hand. Press your other hand against your throat.

Now say "aaaaaiiiii" like in "I spy mice." What happened??

- I felt my jaw move down, then up, and I felt my lips smile.

—> Super cool! You mastered the sound!

- I felt my jaw move down.

—> Oh no!! Try again! Your jaw should move down, then up again!

- I felt my lips turn into a smile.

—> Oh no!! Try again! Your lips should not turn into a circle!

Vocabulary

1. pie
2. kite
3. to spy
4. lime

5. bike
6. spice
7. twice
8. to ride

Write each word below 3 times:

Pronunciation Series

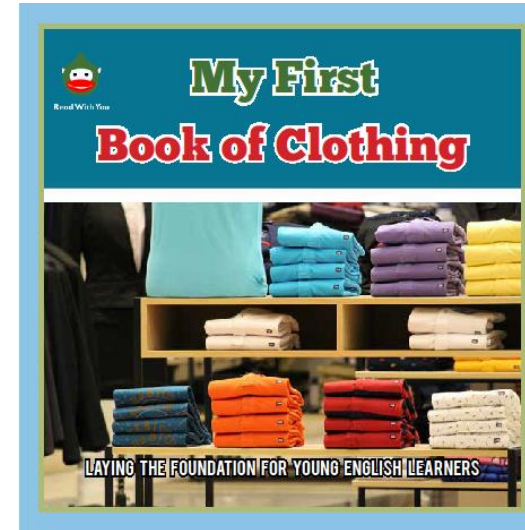
- Key Features:
 - Warm up activity
 - Alliteration
 - Exercises

- Unique Attribute:
 - Teaches linguistic and physiological awareness (rather than phonemic awareness).

- Take Away Point:
 - Activities, self-assessment tools, and frequent repetition of sounds to improve accurate pronunciation.

Vocabulary Overall

- My First
 - 20 books
 - 250 common words
 - 17 most frequent sentence patterns
 - *Take your first steps in English*
- All Around Me
 - 20 books
 - 250 common words
 - Describe the world and things they see most
 - Promotes self-awareness
 - Learn to build sentences
 - *Let's explore the world together*
- Who Am I?
 - 20 books
 - 120 animals
 - Written in question format to activate vocabulary
 - Promotes exploration of biology
 - Includes facts about each animal
 - Strengthen scientific deduction skills
 - *Discover science with young scientists*





I sweat through my paws.

Who am I?

24

203

Spanish Series



Read With You

Mi primer libro de letras



CONSTRUYENDO LOS FUNDAMENTOS DE ESPAÑOL PARA ESTUDIANTES

Spanish Series



Veo un **conejo**.

Conejo

Russian Series

1 ОДИН



4

СКОЛЬКО?

ОДИН.

5

Turkish Series



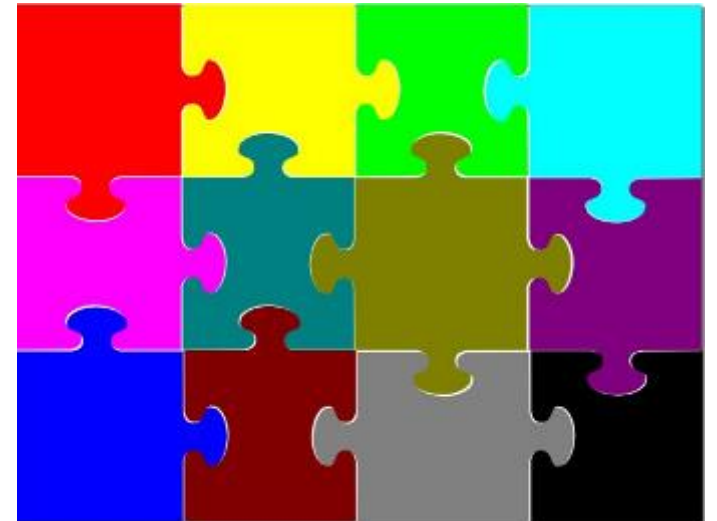
Kırmızı

Bu kırmızıdır.

Coming Soon...

12 Pieces to Solve the Puzzle of English

- Multifaceted Flagship Series
- Phonics
- Vocabulary
- Grammar
- Pronunciation
- Literacy Basics
- Reading: Literary Analysis
- Speaking
- Spelling
- Writing
- Pragmatics
- Listening Techniques



12 Pieces to Solve the Puzzle of English

- Multifaceted Flagship Series
 - Strong plot, linguistic features
- Phonics
 - Sound-letter correspondence
- Vocabulary
 - Clearly depicted meaning
- Grammar
 - Demonstration of structure
- Pronunciation
 - Accurate production
- Literacy Basics
 - Sounding out new words
- Spelling
 - Basics of writing accurately
- Reading: Literary Analysis
 - Plot, character development tools
- Writing
 - Organized thoughts
- Listening Techniques
 - Key word identification, compensation
- Speaking
 - Fluency and expression
- Pragmatics
 - Semantics beyond grammar and vocabulary

Let's focus on....

Read With You Research

AMERICAN LANGUAGE
JOURNAL



Research and Development



American Language Journal

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The American Language Journal features research related to language structure, use, and education in North, Central, and South America.

American Language Journal



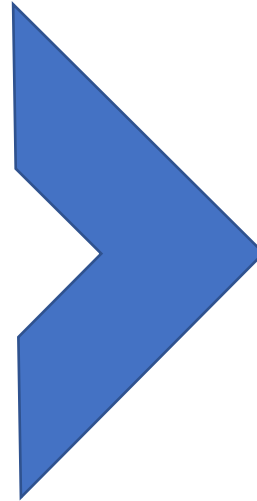
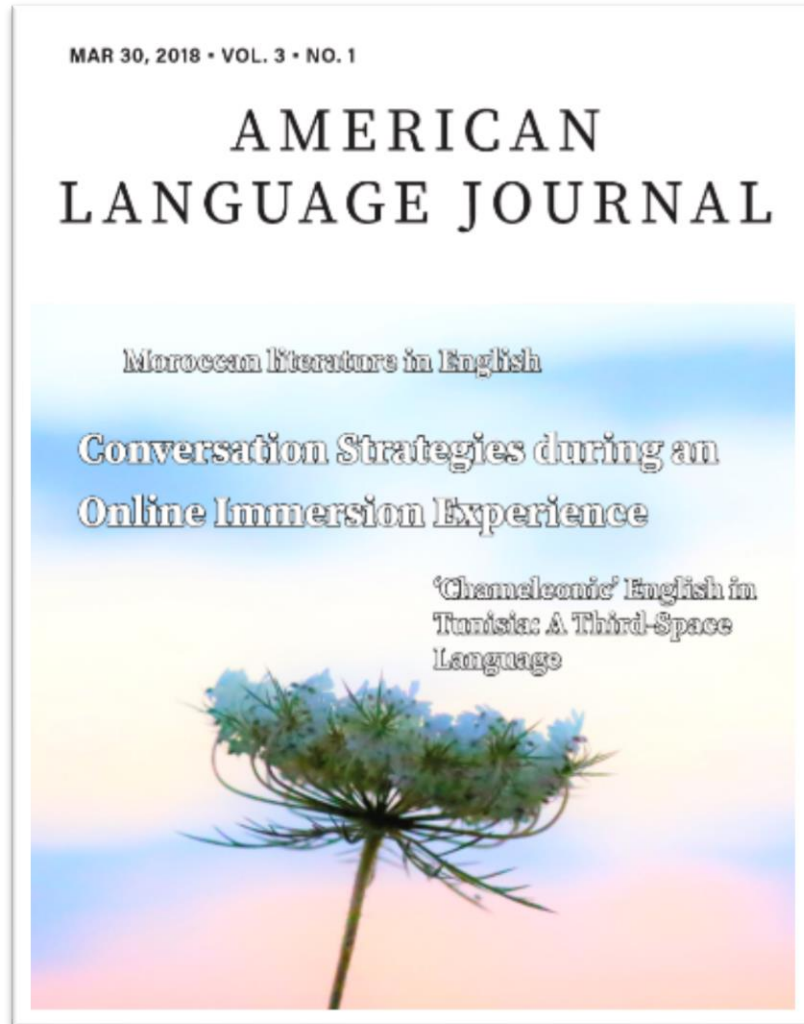
Contact
research@readwithyou.com



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ALJ – American Language Journal



Research and Publishing

American Language Journal



**Practical and Imaginative Speech in Guaman Pona's
El primer suena corónica y buen gobierno:
El Negrero within the chronicle's social reform and utopic agendas**

JOEL D. DODD

Abstract. This paper traces the evolution of the contemporary relationship between Guaman Pona's chronicle and the social reform movement in postcolonial Guam. It focuses on the chronicle's utopian and social reformist agenda, particularly its representation of the Negrero, which is the most identifiable figure in Guaman Pona's chronicle. It argues that the Negrero is a complex symbol of social reform and utopian thought in the chronicle, and that the chronicle's representation of the Negrero is a key to understanding the chronicle's social reform and utopian agenda. The paper also discusses the chronicle's representation of the Negrero as a symbol of social reform and utopian thought, and how this representation has been used to promote social reform and utopian thought in postcolonial Guam.

Keywords: Guaman Pona, chronicle, social reform, utopian thought, Negrero, Guam, postcolonial.

Introduction. The chronicle *El primer suena corónica y buen gobierno* (The first sound of the crown and good government) is a key text in the history of Guaman Pona's social reform and utopian thought. It is a chronicle of the social reform and utopian thought of the Negrero, which is the most identifiable figure in the chronicle. The chronicle's representation of the Negrero is a key to understanding the chronicle's social reform and utopian agenda. The paper also discusses the chronicle's representation of the Negrero as a symbol of social reform and utopian thought, and how this representation has been used to promote social reform and utopian thought in postcolonial Guam.

The chronicle's social reform and utopian agenda. The chronicle's social reform and utopian agenda is a key feature of the chronicle. It is a chronicle of the social reform and utopian thought of the Negrero, which is the most identifiable figure in the chronicle. The chronicle's representation of the Negrero is a key to understanding the chronicle's social reform and utopian agenda. The paper also discusses the chronicle's representation of the Negrero as a symbol of social reform and utopian thought, and how this representation has been used to promote social reform and utopian thought in postcolonial Guam.

The Negrero as a symbol of social reform and utopian thought. The Negrero is a key symbol of social reform and utopian thought in the chronicle. It is a symbol of the social reform and utopian thought of the Negrero, which is the most identifiable figure in the chronicle. The chronicle's representation of the Negrero is a key to understanding the chronicle's social reform and utopian agenda. The paper also discusses the chronicle's representation of the Negrero as a symbol of social reform and utopian thought, and how this representation has been used to promote social reform and utopian thought in postcolonial Guam.

Conclusion. The chronicle's social reform and utopian agenda is a key feature of the chronicle. It is a chronicle of the social reform and utopian thought of the Negrero, which is the most identifiable figure in the chronicle. The chronicle's representation of the Negrero is a key to understanding the chronicle's social reform and utopian agenda. The paper also discusses the chronicle's representation of the Negrero as a symbol of social reform and utopian thought, and how this representation has been used to promote social reform and utopian thought in postcolonial Guam.

American Language Teachers

APUSH Unit 10: 1890-1914

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The Republican Party was created by the opposition to Lincoln and his policies. The party was the only one to support Lincoln, and it was the only one to support his policies. The party was the only one to support his policies. The party was the only one to support his policies.

APUSH Unit 10: 1890-1914
Author: [Name]

This Unit is a collection of [Number] pages. It is a collection of [Number] pages. It is a collection of [Number] pages.

The Power of Perspective

When you look at a picture, you see what the photographer saw. You see what the photographer saw. You see what the photographer saw. You see what the photographer saw. You see what the photographer saw.

When you look at a picture, you see what the photographer saw. You see what the photographer saw. You see what the photographer saw. You see what the photographer saw. You see what the photographer saw.

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When you look at a picture, you see what the photographer saw. You see what the photographer saw. You see what the photographer saw. You see what the photographer saw. You see what the photographer saw.

A Look at How English Represents Different Things in Different Places

When you look at a picture, you see what the photographer saw. You see what the photographer saw. You see what the photographer saw. You see what the photographer saw. You see what the photographer saw.

2



Sound Set

short e, long a, s, th



Pretest

1. Ben saw a web in the hen's pen by the nest and eggs.

/ 6

2. Jake was late for his date with Jane because he was in a race with a maze.

/ 6

3. Simon smells a scent that stinks in the steel sink.

/ 7

4. They went north and south on the path that went through the thick thorns.

/ 10

TH th
/θ/, /ð/



Usual spelling:
th

with



After a year of collecting data...

D	E	F	G	H	I	J	K	L	M	N
Date	Which Sound Recording	Pre or Post Requir	How much	ID	Owner	Created On	Updated Date			
2019-03-21	2 https://drn.Pre-Test	rb2	23fa2394-fc64da68e4	2019-03-21	2019-03-21	12:20:40Z				
2019-03-21	2 https://drn.Pre-Test	rb2	76aef0ad-c64da68e4	2019-03-21	2019-03-21	06:50Z				
2019-03-14	2 https://drn.Pre-Test	rb1	Radio butt:cf4e9b7-dff28972c4	2019-03-11	2019-03-11	01:15:12Z				
2019-03-14	2 https://drn.Pre-Test	rb2	5b0c6e16-1a39a3394	2019-03-14	2019-03-14	17:40:22Z				
2019-03-14	2 https://drn.Pre-Test	rb2	0bc09e00-b39a3394	2019-03-14	2019-03-14	17:39:17Z				
2019-03-14	2 https://drn.Pre-Test	rb2	43afa0a1-e384c2184	2019-03-14	2019-03-14	16:17:07Z				
2019-03-14	2 https://drn.Pre-Test	rb1	Radio butt:bb161c9a-f384c2184	2019-03-14	2019-03-14	16:16:11Z				
2019-03-14	2 https://drn.Pre-Test	rb2	377cbcc8-e384c2184	2019-03-14	2019-03-14	16:15:22Z				
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2019-03-17	Sound Set 1:https://drn.Pre-Test	rb2	0ecfacb3-8c8932412	2019-03-17	2019-03-17	00:32:35Z				
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2019-03-17	Sound Set 1:https://drn.Pre-Test	rb1	Radio butt:ca840b711-f384c2184	2019-03-17	2019-03-17	14:29:40Z				
2019-03-17	Sound Set 1:https://drn.Pre-Test	rb1	Radio butt:6cc7c1a9-f384c2184	2019-03-11	2019-03-11	14:28:52Z				
2019-03-17	Sound Set 1:https://drn.Pre-Test	rb2	6786a6a1-f384c2184	2019-03-17	2019-03-17	14:27:03Z				
2019-03-17	2 https://drn.Pre-Test	rb2	7aed93a1-fdf28972c4	2019-03-17	2019-03-17	12:34:20Z				
2019-03-07	2 https://drn.Pre-Test	rb1	Radio butt:74aef5733-fc0cd04351	2019-03-17	2019-03-17	13:32:10Z				
2019-03-07	2 https://drn.Pre-Test	rb2	15cc7fbc-fdf28972c4	2019-03-17	2019-03-17	13:30:06Z				
2019-03-17	2 https://drn.Pre-Test	rb2	u8079f80-187dce617	2019-03-17	2019-03-17	12:51:17Z				
2019-03-07	2 https://drn.Pre-Test	rb2	55bb44af-187f125d2	2019-03-07	2019-03-07	12:19:28Z				
2019-03-07	2 https://drn.Pre-Test	rb2	0470a151-f877125d2	2019-03-07	2019-03-07	12:18:25Z				
2019-03-07	2 https://drn.Pre-Test	rb2	28a1e509-f87f125d2	2019-03-07	2019-03-07	12:17:17Z				
2019-03-07	2 https://drn.Pre-Test	rb1	Radio butt:1b66317a-f877125d2	2019-03-07	2019-03-07	12:16:40Z				
2019-03-07	2 https://drn.Pre-Test	rb1	Radio butt:390f0e9-b87f125d2	2019-03-07	2019-03-07	12:15:17Z				
2019-03-07	2 https://drn.Pre-Test	rb2	d5f6a830-fb5a75837	2019-03-07	2019-03-07	13:39:41Z				
2019-03-07	2 https://drn.Pre-Test	rb1	Radio butt:d940e98-fb5a75837	2019-03-07	2019-03-07	13:37:39Z				
2019-03-07	Sound Set 1:https://drn.Pre-Test	rb1	Radio butt:665cc4d5-f12870f3	2019-03-07	2019-03-07	13:58:28Z				
2019-03-07	2 https://drn.Pre-Test	rb2	2a26a069-f6fd1df5a1	2019-03-07	2019-03-07	12:47:52Z				
2019-03-07	2 https://drn.Pre-Test	rb2	1c37392f-f682dce6f7	2019-03-07	2019-03-07	12:13:58Z				
2019-03-07	2 https://drn.Pre-Test	rb2	207c1289-f6fd1df5a1	2019-03-07	2019-03-07	12:38:23Z				
2019-03-07	2 https://drn.Pre-Test	rb2	e8a0a09-fc64da68e4	2019-03-07	2019-03-07	12:22:02Z				
2019-03-07	2 https://drn.Pre-Test	rb2	c165c797-fc64da68e4	2019-03-07	2019-03-07	12:21:17Z				
2019-03-07	2 https://drn.Pre-Test	rb1	Radio butt:666c0ad1-f82dce6f7	2019-03-07	2019-03-07	12:58:38Z				
2019-03-07	2 https://drn.Pre-Test	rb2	a2e175f0-fc64da68e4	2019-03-07	2019-03-07	13:03:10Z				
2019-03-07	2 https://drn.Pre-Test	rb2	5b0fdecb1-fc64da68e4	2019-03-07	2019-03-07	14:36:16Z				
2019-03-07	2 https://drn.Pre-Test	rb2	36aef0a5-fc64da68e4	2019-03-07	2019-03-07	14:34:56Z				
2019-03-07	2 https://drn.Pre-Test	rb2	86f076bf-f82dce6f7	2019-03-07	2019-03-07	14:00:55:32Z				
2019-02-17	Sound Set 1:https://drn.Pre-Test	rb2	02aef6a1-fc384c2184	2019-02-17	2019-02-17	13:59:37Z				



Research on pronunciation acquisition

- *Prediction*: Students will improve accuracy of 41 English sounds by 10% annually

Preliminary results:

- Pretest average: 83%
- Posttest average: 93%
- Non-Transferable sounds (e.g., syllabic r, 'girl'): 51% average pretest score
- Transferable sounds (e.g., /k/, 'cat'): 88% average pretest score

Let's focus on....

Read With You 2019 Donation Project

Native American Language Revitalization



2012 trip to Cherokee, NC
with IELL and Prof. Benedicto

Native American Language Revitalization



2018 with Gil Jackson

2019 Project – Cherokee Textbook

LESSON 49

The verb "get" is a command verb. It is used when you are telling someone to go get something. Continue to be aware of "iga" and "iyani".

New Words

Kawi	coffee	unvda	milk
Gansdi	stick	ugalogi	leaf
Tsula	fox	ginudi	quarter (coin)

	Singular	Plural
GO GET SOLID	wihgi	wihtigi
GO GET LONG/RIGID	wihya	wihtiya
GO GET FLEXIBLE	wihnagi	wihtinagi
GO GET LIQUID	wihnagi	wihtinegi
GO GET ANIMATE	wihNagi	wihtinagi

Write the following sentences:

1. Go Get the rock. _____
2. Go Get 3 marbles and two rocks. _____

3. Go Get 4 quarters. _____
4. Go get the leaves. _____
5. Go get the milk and coffee. _____
6. I want two quarters. _____
7. Give me the stick and a pencil. _____
8. I have six quarters. _____
9. I have two fox and three rabbits. _____
10. I want milk and coffee. _____
11. I have a fox and I want a rabbit. _____



Thank you

Language Education, Linguistics, and Publishing

Amelia Chantal Shettle Mena
amelia@readwithyou.com



Read With You

Indigenous and Endangered Languages Lab Reunion
Purdue University
May 2019