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| **Theme/Focus**: Dialectic Equality | | | |
| **8-10 LINGUISTIC TEXTS** | | | |
| **TITLE 1** | | | |
| **Title & Author**: *The Brothers Torres* by Coert Voorhees | **Reading level**:  4.8 | **Interest level**:  7­-9 | **Genre**: Young Adult Fiction |
| **Summary**: *The Brothers Torres* is about two Hispanic brothers who choose to live different lifestyles. Frankie is very focused on working and helping to support his family, while his older brother spends most of his time partaking in gang-related activities. The plot becomes a coming of age story for Frankie, who experiments with his brother’s way of life and must ultimately chose which path he wants to take in his own life.  **Rationale for using, based on readers and theme; addresses #8 above:** This book contains a great deal of Hispanic-American dialects as the characters communicate with each other. It introduces the reader to the particular diction that is frequently used within this dialect, as well as to the syntactical conventions of the dialect. Furthermore, it can be used to expose students to aspects of this Hispanic-American culture, as it emphasizes their religion, family values, work ethic, language, and food. | | | |
| **TITLE 2** | | | |
| **Title & Author**: *Yaqui Delgado Wants to Kick Your Ass* by Meg Medina | **Reading level**:  5.2 | **Interest level**:  9-12 | **Genre**:  Young Adult Fiction |
| **Summary**: *Yaqui Delgado Wants to Kick Your Ass* paints a portrait of the difficulties faced by Latin-American girls both within their own culture, and as they try to assimilate to American culture. Piddy faces bullying as she tries to establish how she wants to embrace her Latina culture and also struggles to balance her native culture with American culture. She is viewed negatively by her Latina peers because she does not embrace her Latina culture fully, and struggles to find her own self-identity.  **Rationale for using, based on readers and theme; addresses #8 above**: This book shows many sides of Latin-American culture and the various dialectic differences that exist within the cultural variations. It depicts individuals who are fully invested in the traditional Latin-American culture, as well as those who practice some aspects of it, but have also began to assimilate into American culture. This provides students not only with exposure to Latin-American dialects, but also provides them with a basis for how so many American dialects have come to exist as various cultures assimilate with our own, as exemplified by the unique dialect that Piddy uses. | | | |
| **TITLE 3** | | | |
| **Title & Author**: *The Adventures of Huckleberry Finn* by Mark Twain | **Reading level**:  5.9 | **Interest level**:  9-12 | **Genre**: Classical literature |
| **Summary**: *The Adventures of Huckleberry Finn* tells the story of a young boy named Huckleberry and a slave named Jim who escape from the same town and go on the run together to escape their own personal struggles in life. It depicts how they interact with each other, their relationship development, and their struggle to maintain the freedom they have found in escaping.  **Rationale for using, based on readers and theme; addresses #8 above**: This introduces students to a Southern African American dialect, as well as Standard American English. It also shows how both of these dialects are depicted in literature, as Jim, the adult, uses very simplistic language that makes him seem childlike, and Huck, the child, communicates using perfect Standard American English. This can be used to expose students to the prejudices that exist toward African American Vernacular English, as well as to introduce them to conventions of it compared to Standard American English. Furthermore, the book is set in the late 1800s, so it gives them a glimpse of what life and American culture was like during that time period. | | | |
| **TITLE 4** | | | |
| **Title & Author**: *Where the Pavement Ends: Five Native American Plays* by William S. Yellow Robe | **Reading level**:  12.0 | **Interest level**:  12 | **Genre**:  Play |
| **Summary**: This book was written specifically to create a Native American voice and expose American society to Native American Culture. It contains five different plays that all address Native American culture and the relationship between white Americans and Native Americans.  **Rationale for using, based on readers and theme; addresses #8 above**: This book can help students to see the underrepresented Native American culture and their way of life. It is written by someone who lives in this culture and wants individuals to understand it, so it provides the reader with an authentic depiction of life for these individuals. The language used in the plays depicts the Native American dialect of English, which shows students how that differs from their own dialect, as well as serves as a way for them to learn the conventions of the dialect. | | | |
| **TITLE 5** | | | |
| **Title & Author**: “Only the Dead Know Brooklyn” by Thomas Wolfe | **Reading level**:  11.3 | **Interest level**:  11-12 | **Genre**:  Short Story |
| **Summary**: This story depicts a conversation between two men about their desire to gain information about the city of Brooklyn.  **Rationale for using, based on readers and theme; addresses #8 above**: This entire short story is written in a dialect that is specific to the Brooklyn area of New York, so it shows students what the style of speaking and the conventions of writing in the dialect look like. It was written in the 1930s, so it also provides students with an idea of what the culture was like in Brooklyn during that time period. | | | |
| **TITLE 6** | | | |
| **Title & Author**: “This is Just to Say” by William Carlos Williams | **Reading level**:  3 | **Interest level**:  8 | **Genre**:  poem |
| **Summary**: This poem was a note that William Carlos Williams wrote to his wife as an apology for eating the plums she was saving for breakfast.  **Rationale for using, based on readers and theme; addresses #8 above**: This poem is written in an unconventional form of white American English. The diction used here follows the conventions of Standard American English, but it is much more casual and does not conform to the grammatical conventions of Standard American English. This exposes students to a less formal, unconventional variation that those who use Standard American English sometimes code switch to in informal situations. | | | |
| **TITLE 7** | | | |
| **Title & Author**: “We Real Cool” by Gwendolyn Brooks | **Reading level**:  3 | **Interest level**:  11-12 | **Genre**:  poem |
| **Summary**: “We Real Cool” is essentially the mantra of the young subculture that tried to rebel against societal norms in the 1960s. It’s a group of people saying that they are not afraid to rebel and live their lives dangerously to be cool.  **Rationale for using, based on readers and theme; addresses #8 above**: Not only does this poem present readers with another, more positive, depiction of African American dialect, it also shows them the dialect and subculture that existed in the 1960s in pool halls and bars. The people that Brooks writes about followed a counterculture that was rebellious and was not heavily represented during their time, so this gives a voice and attributes a dialect to these individuals. Furthermore, the poem depicts a mindset that was present in the minds’ of some youth in the 1960s who wanted to rebel against society, so it also gives the read an idea about that subculture. | | | |
| **TITLE 8** | | | |
| **Title & Author**: “Flipping the Switch: Code-Switching from Text Speak to Standard English” by Kristen Turner | **Reading level**:  12.5 | **Interest level**:  12.8 | **Genre**:  nonfiction |
| **Summary**: This article discusses code switching and how people can code switch from Standard American English during formal situations and to texting talk when communicating informally on a cell phone.  **Rationale for using, based on readers and theme; addresses #8 above**: This article is useful because it introduces students to the concept of code switching while using two ways of speaking, Standard American English and text talk, to convey the idea. This also incorporates an aspect of American culture that most students are already familiar with to still show them that they should still value their own cultural identity while also exploring other cultures. | | | |
| **3-5 NONLINGUISTIC TEXTS (2-3 audio and/or video)** | | | |
| **TITLE 1** | | | |
| **Title & Creator**: *Appalachian Dialect is Getting Some Respect* by Associated Press | **Genre**: Youtube video | | |
| **Summary**: This video depicts the Appalachian dialect and tries to advocate in favor of removing its stigma and viewing it as an equal dialect.  **Rationale for using, based on readers and theme; addresses #8 above**: This video is great because it takes a stance on Appalachian dialect that goes against the normal stereotypes associated with it. It exposes students to individuals who are very intelligent and capable who speak this way, which could potentially help them to see that their dialect does not reflect their level of intelligence or ability to succeed in society. Additionally, it exposes students to the nuances and conventions of a rural dialect in American society. | | | |
| **TITLE 2** | | | |
| **Title & Creator**: *How Do You Pronounce Water?* by Washington Post | **Genre**: Youtube video | | |
| **Summary**: This video shows individuals from different states pronouncing the same words differently based on their regional dialects.  **Rationale for using, based on readers and theme; addresses #8 above**: This video is beneficial because it shows students how even though everyone in the video was born and raised in America, they still speak very differently because they all have different regional dialects. | | | |
| **TITLE 3** | | | |
| **Title & Creator**: “How Y’all, Youse and You Guys Talk” by Josh Katz | **Genre**: Interactive newspaper article and images | | |
| **Summary**: This is an article that asks students to choose an answer about how they would pronounce a certain word or what word or phrase they typically say when given a situation or definition. Once the student answers, it provides them with an image of a map of the United States, and shows them what region their answer is dialectically typical for.  **Rationale for using, based on readers and theme; addresses #8 above**: This resource is useful because each question has a variety of chooses that are used in different dialects across the United States, so it exposes students to a plethora of dialectic nuances that they might not otherwise ever see. It also shows students an image of where the way they talk is common in the United States, which helps them to see the similarities and differences that exist between their own personal dialect and other regional dialects in the United States. | | | |