1. Record Nr. UNINA9910783697603321 Autore Craig Holly K. Titolo Malik goes to school: examining the language skills of African American students from preschool-5th grade / / Holly K. Craig, Julie A. Washington Mahwah, N.J.;; London:,: Lawrence Erlbaum Associates,, 2006 Pubbl/distr/stampa **ISBN** 1-135-63918-3 1-283-88252-3 1-135-63919-1 1-282-37539-3 9786612375392 1-4106-1560-X Descrizione fisica 1 online resource (191 p.) Altri autori (Persone) WashingtonJulie A Disciplina 427/.973/08996073 Soggetti African American children - Language African American children - Education Language arts - United States Black English Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Description based upon print version of record. Note generali Nota di bibliografia Includes bibliographical references (p. 151-166) and index. Nota di contenuto Cover; MALIK GOES TO SCHOOL; Title Page; Copyright Page; Table of Contents; Foreword by Walt Wolfram; Preface; 1 Who Is Malik?; 2 An Overview of Research on Child AAE; The Search for Unique AAE Features; Developing the Linguistic Inventory of Child AAE Features and Determining Its Distributional Properties; The Development of Nondiscriminatory Language and Literacy Evaluation Procedures: Understanding the Challenges Faced by the AAE-Speaking Student in Academic Contexts; The Place of Our Research Program at the University of Michigan: 3 Our School-Based Participants and Sampling **Procedures** ParticipantsData Collection; Summary; 4 Features of Child AAE;

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Sommario/riassunto

Malik Goes to School: Examining the Language Skills of African American Students From Preschool-5th Grade synthesizes a decade of research by the authors, Holly Craig and Julie Washington, on the oral language and literacy skills of African American children from preschool to fifth grade. Their research has characterized significant influences on the child's use of AAE and the relationship between AAE and aspects of literacy acquisition. The research has also led to the characterization of other nondialectal aspects of language development. The outcome has been a culture-fair, child-cen