

Родная речь

Instructor's Manual

We hope this textbook will support you in the invaluable and difficult work you do teaching heritage learners of Russian. The textbook is intended for students who have oral proficiency skills at least at the Intermediate-Mid level on the ACTFL Proficiency scale. While these learners will have some intuitive knowledge of Russian, their linguistic knowledge differs from the knowledge of a typical full native speaker, often in dramatic ways. Because normal development of Russian in heritage learners is interrupted by the introduction of English, which over time becomes heritage learners' dominant language, the grammatical system of Russian becomes re-structured under the influence of English and with insufficient input in Russian. The goal of the textbook, and of a course based on it, is to help your heritage learners "update" their knowledge of the Russian language and bring it closer to the linguistic system characteristic of a typical native speaker.

Design Principles

Several overarching principles guided the development of this textbook. First, heritage learners come to our classrooms with at least some native speaker intuitions about the way the Russian language works, and each unit in this textbook is designed to tap into this existing knowledge of vocabulary and grammar. Second, heritage speakers tend to be highly unsure about their linguistic intuitions, which is indicated by how poorly they do on grammaticality judgment tests. As such, each unit aims to strengthen learners' confidence by teaching them how to check their intuition and make these grammaticality judgments with greater ease. Since in most cases heritage learners do not linger in our language programs for longer than a semester or two, our third principle in creating the textbook is to help heritage learners develop skills for independent exploration of language usage patterns so that they can become lifelong learners and users of the language.

Heritage language classrooms usually bring together speakers of such vastly different levels that creating one curriculum for all of them becomes a major challenge for the instructor. The difference in proficiency levels can be manifested in different ways: some learners may have fairly well developed native speaker intuitions with mostly preserved gender and case systems, but do not have writing skills or cannot spell grammatical endings correctly. Others may know the alphabet, but have greatly under-formed gender and case systems. As a result, the former group may progress faster through the book, may be ready for more nuanced grammatical



explanations and may benefit from additional reading assignments. To help teachers differentiate their instruction and engage learners of all proficiency levels in the same classroom, we included many additional grammatical explanations and exercises in the textbook. The companion website also features glossed readings that can be adapted for students at different levels of proficiency.

Finally, heritage learners are the product of two languages and two cultures (and sometimes more than two) who navigate their two worlds on a daily basis. The textbook takes into account the bilingual/bicultural realities of their lives and aims to support their hybrid identities.

Pedagogical Approach

The pedagogical approach we use in this textbook is based on the recognition that heritage learners need to be exposed to explicit (rather than implicit) teaching with focus on form. The gaps in heritage speakers' linguistic abilities usually concern either the more complex features of a language (e.g., aspect or word order) or the less discernible distinctions in form (e.g., auditorily non-perceptible word endings). Given this circumstance, the textbook is designed to grow learners' proficiency through explicit focus on these features before they are immersed in other tasks that are more communicative in nature. More specifically, our approach includes:

- providing explicit conceptual explanations of vocabulary and grammar,
- teaching form-meaning connections and their complexity, and
- enhancing heritage learners' linguistic awareness.

We view conceptual understanding of the grammatical topics under study (such as the Russian case system) as key to appropriate expression of meaning in Russian. Explicit explanations in the textbook will help learners develop a conceptual understanding of the Russian grammatical categories, thus maximizing the time spent in the language classroom. These explanations involve analysis of both languages of our learners to improve their understanding of language as a system. For example, comparing how English and Russian mark direct objects will help learners understand the significance of case endings and the reason for the relatively free word order in Russian. The textbook also engages learners in the analysis of specific form-meaning connections conveyed by Russian morphology without any contrast with English (e.g., syncretism of case endings). Such comparisons allow instructors to call learners' attention to morphology as a critical mechanism for conveying meaning in Russian. To make explicit instruction more effective, we increase not only the visibility, but also the frequency of normally non-perceptible elements of the language. Activities that follow explicit analysis in each chapter of the textbook and the companion website include finding target forms in a text, providing missing elements, writing dictations, and producing speech samples where the target form must be used.

To activate heritage learners' existing linguistic intuition and enhance their linguistic awareness, the textbook engages learners in guided language-analysis activities. These



activities first present learners with a language data set (e.g., sentences containing indirect objects in the Dative case), and then ask learners to formulate a preliminary hypothesis about the patterns they observe. Having formed a hypothesis, learners are presented with new data that prompts them to reformulate their initial hypothesis (e.g., sentences containing objects of the preposition *no* in the Dative case), and so on until the desired pattern is fully explained.

Organization of *Rodnaya Rech'*

The Textbook

On the surface, the textbook is organized thematically; however, the systematic introduction of grammar basics is the guiding organizational principle. For example, the goal of Chapters 1 through 10 is to enable heritage learners to talk and write about topics that are important in their lives (such as descriptions of people, places and events). At the same time, these chapters are designed to move learners from the Intermediate to the Advanced level of proficiency (ACTFL Guidelines) by helping them to decrease code-switching and calquing and to increase grammatical accuracy. To this end, all activities for the development of lexical and grammatical knowledge are sequenced in a way that helps learners progress from focusing explicitly on form in minimal discourse units (phrases and sentences) to creating with the language using their newly acquired (or reviewed and updated) knowledge of appropriate form-meaning connections. In this sense, the textbook may be similar to other L2 teaching materials you have worked with in the past. Unlike textbooks for L2 learners, however, in *Rodnaya Rech'* students are asked to perform communicative tasks that are not entirely new to them. Importantly, the focus of these tasks is on expressing meaning grammatically and choosing appropriate vocabulary in both oral and written modalities. To maintain this focus, each chapter of *Rodnaya Rech'* also provides students with final exercises that allow them to synthesize and summarize the grammatical knowledge they have gained (e.g., find target forms in the text, define functions of a case in focus, fill out a table with nominal and adjectival endings, etc.).

Instructors are encouraged to create additional tasks for each chapter which would allow for greater practice of the forms and words in focus by utilizing a project-based approach. This approach will be especially useful for classes with learners who have higher levels of proficiency in speaking, but who lack proficiency in writing skills. For example, instructors may want to consider such projects as creating a portfolio of information collected on Russian language Internet sources (see Sample Portfolio Assignments) with instructions to pay special attention to the use of certain expressions or forms. Students could also be given the task of writing a series of letters to the oldest Russian-speaking family member, incorporating all constructions covered in a particular chapter. Other examples include creating a wiki on a specific topic concerning Russian-speaking immigrants in the students' local communities or in the entire country, interviewing community elders about their lives, or creating a digital narrative of a student's family's immigration history.



Vocabulary (Chapters 1–10)

Each chapter (with the exception of the Introductory Chapter and Chapter 11) starts with a vocabulary overview. Word lists have been carefully created not only according to the criteria of frequency and difficulty of use, but also taking into consideration common gaps in heritage learners' knowledge, as documented in the research literature. They include words and phrases that are typically missing in the heritage vocabulary (often those used in formal registers), as well as words and phrases that are frequently used by heritage learners in non-standard ways (so-called, "calques"): e.g., *брать классы, выращивать детей, посещать семью*.

More attention has been paid to the development of the depth of vocabulary knowledge over its breadth. Hence you will see fewer items on the vocabulary list than are contained in a typical intermediate-level textbook, but a more comprehensive exploration of their patterns of use. Students are also encouraged to explore vocabulary on their own and are provided with strategies to do so. Please direct your students' attention to the Student Self-Study Guide, which outlines how to work with the Russian National Corpus. Instructors are encouraged to develop additional homework assignments and projects that utilize independent exploration of the language.

To allow students to track their progress and to increase their linguistic confidence, each chapter provides pre- and post- vocabulary knowledge tests. The scale for assessment reflects their potential formal or informal exposure to the items: from "*I don't know and never used this word*" to "*I know this word and its synonyms, can explain what it means and in what contexts it can be used.*"

In addition, each chapter contains practice vocabulary exercises that are structured in a way that allows for the practice of words in various usage patterns and, minimally, serves as an introduction to the particular grammatical patterns in the chapter's focus. The new words and expressions are used in all grammatical exercises in the chapter, and all vocabulary is recycled from chapter to chapter.

Grammar

Chapters 1–10

The textbook starts with an overview of Russian phonetics and the Cyrillic writing system, including major orthographic rules and the principle of morphological spelling. The overview is followed by an explanation of the concepts of gender and grammatical agreement. The material of the Introductory chapter is tied to the grammatical concept presented in Chapter 1: none-adjective agreement and adjectival endings. Chapters 2 and 3 are dedicated to verbal morphology—conjugation patterns and verbal aspect—and Chapters 4 through 10 provide a systematic explanation of cases, first as a general concept in Chapter 4 and then as individual case systems of endings and functions. The Genitive and Accusative cases are covered over two chapters due to the complexity of nominal endings and expressed functions.

We would like to provide specific suggestions for how to teach nominal cases, starting in Chapter 4. As explained above, each chapter engages learners in a guided analysis in order to



activate heritage learners' existing linguistic intuition and enhance their linguistic awareness. With the exception of the Genitive plural and Accusative singular and plural, cases are introduced in several steps that lead learners inductively toward rule formulation. Steps 1 and 2 in this formula involve the observation of patterns in language data, which is presented as a set of sentences containing nouns in the case under examination. Learners are prompted to ask questions for the underlined nouns (using correct case forms of the interrogative pronouns), to notice prepositions or other functions of these words, and, very importantly, to focus on their endings. Step 3 asks students to formulate their initial hypothesis and then test it on new or less familiar words. Step 4 presents new data sets and invites students to make observations about the new patterns and draw conclusions about their usage. Finally, at step 5 students formulate the rule for noun endings of the case in focus. A similar formula is used to introduce the endings of modifiers.

Since heritage learners usually do not have the metalanguage needed to talk about Russian as a linguistic system, grammar explanations cannot be offered in Russian immediately. The textbook introduces metalinguistic terms gradually, first as glosses in parentheses within the English text, then as code-switched items still within the English text, until finally all grammatical texts are presented entirely in Russian. For this reason, the textbook starts out in English (from the Introductory Chapter to Chapter 4) and switches to Russian in the middle of Chapter 4. Similarly, exercise instructions are presented in both Russian and English in Chapters 1 through 3, and then are presented in Russian only starting in Chapter 4, with some English glosses for support whenever necessary. Complex grammatical concepts, such as the case system, verb aspect or verbs of motion, are explained in English to facilitate their understanding.

At the beginning of the 'Focus on form' sections of each chapter, students are invited to review what they have learned up to that point before introducing new grammatical material. This allows students to actively connect prior learning to the new focus. Exercises at the end of the chapter, and specifically in the *Подводим итоги* section, invite students to summarize newly acquired/reviewed grammatical knowledge along with vocabulary in focus.

The textbook contains recommendations for when to assign specific exercises from the electronic Workbook. The textbook and workbook exercises are organized so that one reinforces the other, and students usually are given an opportunity to work on an assignment in class with the benefit of immediate feedback from the instructor or peers before completing a similar exercise independently at home.

Introductory Chapter

The Introductory Chapter is the longest as it covers three major areas that serve as the foundations for writing and speaking in grammatically correct sentences. They include (1) the sound and letter system of the Russian language, (2) morphology, and (3) parts of speech. The first section introduces students to the basics of sound-letter analysis and presents all major spelling conventions. The section on morphology explains the morphological principle of spelling in Russian and trains students to recognize roots, prefixes and suffixes in a word. The section



on parts of speech introduces grammatical gender and number and the concept of gender agreement between nouns and possessive and demonstrative pronouns.

We purposely did not include materials for teaching the alphabet or cursive writing as there are many high-quality print and online resources already available to both instructors and students (see, for example, Каган О.Е. и Кудыма А.С. «Учимся писать по-русски», or online resources at <http://www.teachrussian.org>).

We anticipate that some or all parts of the Introductory Chapter may be omitted, depending on the writing abilities and general linguistic knowledge of students in your heritage class. However, we strongly recommend not to skip the section on parts of speech because of its focus on the gender and number of nouns. While the concept of gender agreement seems to be well acquired by heritage learners, gender assignment is usually very problematic. Even more proficient heritage learners frequently have difficulty with gender assignment and are not aware of the syncretism of endings (e.g., plural neuter and singular feminine nouns). Therefore, the concepts of gender and number are paramount for heritage learners' success in re-learning the nominal and pronominal systems, and the section on parts of speech provides a solid foundation on which the Russian case system will be built throughout the textbook.

Several exercises in the Introductory Chapter contain dictations. There are no audio files for these dictations, as we envisioned instructors doing the dictations in their own voices during class. Here are suggested words for the dictations:

ex. 1.4.	жираф, был, тетя, бабушка, дедушка, чашка, крыса, цыпленок, чистит, туча, шишка, ящик, мяч, чай
ex. 1.6.	белье, метель, съел, семя, деревья, бульдозер, семьи, сел, был, ел, семь, ель, съедобный, Татьяна, Таня, съездили
ex. 2.2	<ol style="list-style-type: none">1. почитать перед сном2. отправить имейл3. описать лучшего друга4. подойти к остановке5. пробежать марафон6. передать привет7. прочитать роман8. расставаться с девушкой9. побежать за автобусом10. сбегать за хлебом11. нарезать колбасу12. разводиться
ex. 2.3.	<ol style="list-style-type: none">1. шапочка



2. жеребенок
3. девочка
4. облачно
5. создатель
6. свежесть
7. худенький
8. старость
9. ~~старость~~ (*error in the textbook)
10. ручечка
11. ноженька
12. предприниматель
13. нежность
14. маленький
15. лампочка
16. столик
17. мягонький

Finally, we'd like to draw your attention to two errors in the Introductory Chapter, which despite our and the editors' best efforts went unnoticed until after the publication of the textbook.

The first one concerns the presentation of the permanently voiceless consonants on p. 7:

"More on the topic: As you have noticed, not all согласные form pairs according to the feature *звонкий–глухой*. Five Russian *согласные* are always *звонкие* (they do not have a voiceless counterpart)—Й, Л, М, Н, and Р—and five are always *глухие* (they do not have a voiced counterpart)—Х, Ц, Ч, Ш, and Щ."

Ш has crept onto this list by mistake; it should be omitted. Please draw your learners' attention to this fact.

The second error concerns the material on unstressed vowels on p. 10:

"О in a weak position consistently sounds like the vowel /a/ or even /ə/; after inherently мягкие согласные—Ч or Щ—it sounds closer to /и/:

молоко́ /малако/
хóлодно /холаднə/
на́чал /начил/
приготóвлю /пригатовлю/"

Please present the following text for your students instead:

О in a weak position consistently sounds like the vowel /a/ or even /ə/:



молоко́ /малако/
хóлодно /холаднэ/
пригото́влю /пригатовлю/

Note that although A does not usually become reduced in unstressed position, after inherently мягкие согласные—Ч or Щ—it sounds closer to /и/:
на́чал /начил/

Chapter 11

The last chapter of the textbook provides a bird's-eye view of the Russian language as a system, connects various grammatical concepts together, and provides students with recommendations on how to continue learning and maintaining their heritage language without the readily available support of a textbook or an instructor. Chapter 11 gives an overview of such topics as the mandatory distinction between location and destination, all prepositions and their cases, and expressions of time. This chapter does not include exercises, and there are no corresponding Workbook assignments, but students have an opportunity to check themselves throughout the chapter by providing examples, categorizing prepositions, filling in missing endings, and working with various information organizers.

The Workbook

Exercises in the Workbook, also called the Companion Website, are arranged in the order which corresponds with the order that material is presented in the textbook. Textbook chapters contain callouts to specific Workbook exercises, which helps the instructor to assign appropriate exercises as homework.

In addition, each chapter has callouts for additional grammatical information on the companion website. The information contained online usually concerns minor, but important nuances of word usage or additional grammatical rules. We believe that students can easily process the explanation of these nuances on their own, and, therefore, should use class time for learning and practicing more complex concepts where an instructor's help and feedback are required. In most cases, this information is supplemental and can be assigned as an additional task to students with higher proficiency, thus allowing for differentiation of instruction. In some cases, however, all students, regardless of their proficiency level, must pay attention to certain grammatical information in the Workbook in order to learn the concept in focus. To help instructors create appropriate lesson plans and homework assignments, we have marked all additional information online as either "required" or "optional" information.



Chapter	Required information	Optional information
Introductory	Transliteration rules Adverbs Possessive and demonstrative pronouns Special plural ending	Words related through root and words with 2 roots Common gender nouns Tantum pluralum/singularum
Chapter 1	Adjectival suffixes and prefixes	Difficult cases of adjective usage Short form of adjectives
Chapter 2	Light verb constructions	Alternative rule for conjugation type
Chapter 3		How aspect and tense are used in developing a story
Chapter 4	Значение предлога У Притяжательные прилагательные Новые предлоги родительного падежа	Личные местоимения вместо притяжательных Нюансы значения некоторых предлогов родительного падежа Трудные предлоги родительного падежа Конструкции сравнения
Chapter 5		Необычные существительные
Chapter 6	Функция № 4 винительного падежа Как различать им., вин., и род. падежи	Нюансы прямого дополнения
Chapter 7	Нюансы глаголов движения	
Chapter 8	Значение предлогов	Трудности перевода



Chapter 9	Правописание предлогов	Выражение времени с предлогом ПРИ
Chapter 10	Предлог С	Verbs of using

To allow further differentiation among learners with varied levels of proficiency, instructors can ask students to complete some global tasks in written or oral form. For example, ex.12 in Chapter 3 asks students to retell the events of the Oscar-nominated short animated film “Lavatory - Love Story.” Students can type or handwrite their narrations or can record themselves and submit the audio file through the platform. Each Workbook chapter has a creative assignment at the end, and instructors can differentiate these assignments in a similar manner even if there are no specific instructions regarding this in the exercises.

The workbook offers a choice between typing or writing by hand in as many exercises as possible, so that instructors have the option to choose which skill to emphasize, depending on the levels of the students in your class.

The Workbook contains many dictations. These exercises progress from single words in the Introductory Chapter to phrases and finally to short texts consisting of several sentences. For longer dictations, students will be able to listen to the entire text first and then write the dictation while listening to the text re-read in segments with short pauses in between. Whenever dictations or fill-in-the-blank tasks involve cohesive texts (such as the texts in Chapters 2 or 3), they are accompanied by comprehension questions as a way to draw students’ attention to the meaning of the texts as well as the forms in focus.

Some of the exercises where students need to insert missing letters into words are also accompanied by audio files. Although these tasks are not dictations *per se*, these audio files provide support for those (often less proficient) students who may not be able to guess the word with omitted letters correctly.

Certain types of online exercises, such as filling in blanks with missing endings or single-word dictations, are scored automatically, although instructors can always override this scoring. However, tasks that involve free writing, translations or larger dictations will need to be graded by the instructor because of the great degree of variability expected in the answers.

Listening comprehension is not overtly treated in this textbook since most heritage speakers—even the weaker ones—have relatively well-developed listening skills at the Intermediate level. However, we recognize the need for targeted listening practice and encourage instructors to use authentic texts, including songs, for interpretive listening tasks in class. (Visit www.teachrussian.org and <https://dontforgetrussian.weebly.com> for excellent resources on targeted listening).



Reading

Chapters 1 through 10 include glossed, authentic texts that represent various genres and relate to the theme of the chapter. Most of the texts are short stories or excerpts from longer narratives by well-known Russian writers, but there are also texts from the genres of popular science and journalism. As mentioned before, readings provide an excellent opportunity to differentiate instruction. They can also be easily omitted without compromising the course syllabus. If time and students' proficiency levels allow, texts can be included in the curriculum in two ways. They can be used to introduce the lexical and grammatical material of the chapter or to sum up the content of the chapter, since all selected texts feature the grammatical patterns and vocabulary under focus.

Each reading includes a short introduction about the author or the genre of the text. This introduction also prepares students for the reading comprehension task by focusing their attention on the specific themes they will encounter in the text: e.g., Soviet educational system or life in the early 20th century. To facilitate reading, each text is accompanied by an audio recording. Students are invited to listen to the audio while reading along, but instructors can decide how specifically they want to approach the reading exercise. Each reading is followed by a set of comprehension questions (and sometimes more than one set) to focus students' attention on the tasks of comprehension and interpretation, and not just on the mechanics of reading. Here again, instructors can differentiate instruction by asking students to answer comprehension questions either in writing or orally (by recording themselves). Instructors can also create additional assignments based on texts, including those that are focused on forms. For example, for focused work on listening comprehension and speaking/intonation for those students who are less proficient in speaking and reading, instructors may ask students to listen to the recording of the text and mark the stress in words that are unfamiliar to them, or ask them to read along with the audio. Students can also record themselves reading and share the file with the instructor. If students are more comfortable reading than speaking, they can be asked to record themselves retelling the story. Finally, if students are more proficient in speaking and reading and not in writing, they can be tasked to write a summary of the entire text or of an excerpt they select.

How to Work with this Textbook

In this section we provide some suggestions on curriculum planning, using the flipped classroom model to teach vocabulary and grammar, and on approaches to assessment.

Using the Flipped Classroom Model

We find using the flipped classroom model especially compatible with *Rodnaya Rech'*. The term 'flipped classroom' refers to a pedagogical model in which the typical lecture and homework



elements of a course are reversed: students read explanations or watch interactive videos at home while class time is dedicated to the application of the rules, clarifications, and practice.

Nothing special needs to be done to follow this approach as the textbook is already structured in a way that lends itself to students studying certain material independently at home at their own pace. For example, vocabulary sections in each chapter can be assigned as homework along with the vocabulary knowledge test. Instructors need to emphasize to students the importance of doing this type of homework and set up an accountability system to make sure students do this work: e.g., give a 2-minute vocabulary or terminology quiz at the start of the lesson, have students quiz each other orally, or ask students to make a list of their favorite words from the homework assignment or ones they found personally most useful and submit it at the start of the lesson.

Many grammatical explanations in the textbook are designed to be used for the flipped classroom model. We provide detailed conceptual explanations with many examples and comparisons to English for most of the large grammatical topics: e.g., parts of speech, gender assignment, verb endings, aspect, verbs of motion, and the case system. Students can be asked to read certain grammatical explanations at home, study examples, and bring a list of questions to class. To ensure the success and effectiveness of such flipped tasks, keep in mind the following strategies:

- Explain to students the rationale behind the flipped classroom assignments and provide some indication of what to expect: for example, “You will have an opportunity to study the material on your own first, at a pace appropriate for your learning style. This will help the entire class to move forward together while accommodating individual differences. You should expect to encounter some difficulties; do not be discouraged by them. Make a list of all the questions you have after reading the material and studying the examples and bring it to class. It is also a good idea to try out the concept or rule yourself by creating your own examples; be sure to bring these examples to class. If you do not complete this assignment before class, you may feel lost and confused during the class meeting. Do not put yourself in this situation!”
- Design a set of comprehension check questions or activities (in English or in Russian) for each topic that students will have to answer before they come to class (this can be done through your course management platform or via Google forms). You can also assign exercises from the textbook as a comprehension check. Students can complete a few exercises in pencil and discuss their answers in class with peers and the instructor;
- Treat the flipped classroom assignment as the major part of the students’ homework. If possible, do not assign additional work. If that is not possible, the flipped assignment should be considered 75% of the homework at minimum;
- Assume that everybody has done the assigned work and start the class by diving right into the practical application of the concept without reviewing the material students were supposed to study at home;



- At the end of the class, point out to your students how much you (as a group) were able to learn, and highlight the fact that this progress resulted from the work students did at home.

Sample Timeline for a One-Semester Course

This textbook can be used in a two-semester or one-semester heritage Russian course. However, when used for only one semester, instructors will need to make difficult choices regarding the material that must be skipped. Given that the greatest structural gaps in heritage Russian concern the gender and case system, these topics should remain at the forefront of instruction, regardless of the educational context. Therefore, instructors might consider reducing the time spent on verb aspect (Chapter 3) and verbs of motion (Chapter 7), or eliminating these chapters entirely. Chapter 11 will also have to be deleted from the curriculum for the sake of time, but students can be encouraged to study it on their own. Finally, a 14-week semester would likely not allow for a meaningful work with texts in the Reading section, but they can still be used as a tool for differentiating instruction.

Below is a sample course plan for a typical university semester that lasts 14 weeks and is intended for average heritage learners who were born outside a Russian-speaking country and received all of their schooling in English. Such learners most likely cannot read or write, although some may know the letters of the alphabet. Regardless of their knowledge of the writing system, such students will need to develop a thorough understanding of the sound-letter relationships and of the concept of gender. Therefore, we recommend that instructors do not rush through the Introductory chapter and dedicate enough classroom and homework time to the teaching and learning of these concepts. Depending on the level of your students, you may want to reduce the time spent on this chapter from 7 to 6 or even 5 lessons, but we do not recommend reducing it further. A one-semester course is very intensive and needs to be advertised as such.

	Class session 1	Class session 2	Suggestions for what can be assigned as a 'flipped classroom' homework
Week 1	Introductory Chapter	Introductory Chapter	
Week 2	Introductory Chapter (Quiz)	Introductory Chapter	Information on morphology, parts of speech, and adverbs



Week 3	Introductory Chapter (Quiz)	Introductory Chapter	
Week 4	Introductory Chapter (Quiz)	Ch 1	Ch 1. ex. 1.1–1.3 and information on noun-adjective agreement (p. 38)
Week 5	Ch 1 (Quiz)	Ch 1	Information about nuances of adjectival endings (p. 42) Ch. 2 ex.1.1–1.3
Week 6	Ch 2 (Quiz)	Ch 2	Infinitive and Reflexive Verbs (p. 60); Present and Future Tense (p. 63-67) Ch. 4 ex.1.1–1.3
Week 7	Ch 4 (Quiz)	Ch 4	Grammatical case (p. 107–110)
Week 8	Ch 4 (Quiz)	Ch 5	Ch. 5 ex.1.1–1.3
Week 9	Ch 5 (Quiz)	Ch 5	Counting (p. 139) Ch. 6 ex.1.1–1.3
Week 10	Ch 6 (Quiz)	Ch 6	Direction and directionality (p. 164-165) Ch. 8 ex.1.1–1.3
Week 11	Ch 6 and 8 (Quiz)	Ch 8	Verbs requiring the Dative case (p. 215)
Week 12	Ch 8 (Quiz)	Ch 9	Ch. 9 ex.1.1–1.5
Week 13	Ch 9 (Quiz)	Ch 10	Ch. 10 ex.1.1–1.5 О глаголах в творительном падеже (p. 261-262)



Week 14	Ch 10	Review	
---------	-------	--------	--

Assessment Tools and Grading

While each instructor should decide which assessment tools are most appropriate, based on their institution's requirements, the students' proficiency level and the instructor's pedagogical philosophy, we recommend conducting formative assessments, such as quizzes, that are high frequency and low risk for learners. There are a number of reasons for this recommendation. First, formative assessment is a very effective way to check for learning without having the drawback of a heavy-weight grade (especially when these are done on a credit/no credit basis). Second, summative assessment usually aims to test learners' ability to perform communicative tasks, where grammatical accuracy is evaluated only as one of several components. In contrast, heritage learners need to focus constantly on the grammatical means to express appropriate meaning. Frequent formative assessments help maintain this focus. Finally, time constraints, especially in a one-semester course, can hamper the administration of frequent summative assessments.

We recommend conducting weekly quizzes for credit or no credit. Instructors can specify the number of full credit quizzes students must have in order to achieve a final merit grade (e.g., 10 quizzes). Instructors should set the bar high for receiving credit (e.g., 90% or greater of correct answers earns a credit) and allow students to re-take quizzes. It is preferable that each re-take is a different version of the quiz to prevent mechanical memorization. Quizzes should be short (no more than 10 minutes) and focused on the vocabulary and grammar points under acquisition. Fill-in-the-blanks and cloze tests are probably the best formats for short formative assessment pieces. Translations that are longer than a few-word sentence and free writing tasks take the students' attention away from the language structures in focus as these activities usually involve a great deal of variability in answers. You can see sample quizzes for several chapters in the instructor's resources you have downloaded.

In the instructor's resources you can also see a sample summative assessment tool, which was designed according to several principles:

- Summative assessments should be comprehensive and cover as many lexical and grammatical topics as possible;
- They should have a different format than formative assessment tasks;
- They should give students an opportunity to shine, and therefore, should not involve new tasks that have not been practiced.

In short, the sample summative assessment involves tasks that have been practiced in class and/or in homework assignments both orally and in writing.

One of the greatest challenges for instructors in assessing heritage students' writing concerns the system for scoring or grading. We recognize this challenge and hope that the



suggested Writing Rubric will be useful. We welcome any suggestions for the Rubric and invite a broader dialogue on this topic.

We will be happy to answer your questions about this textbook and are grateful for your feedback as you start using it in your classes. Please contact us directly at jdubinin@brandeis.edu and olesya.kisselev@utsa.edu.

