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and darker. In this ... Continue Reading As you move through the Harry Potter novel series with your middle school students, you will see both the characters and themes develop and change. ... Continue Reading Teachers can present the Harry Potter collection to students in all of their classes, who are likely to enjoy the books. The first lesson plan
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Students and teachers need to look no further than The Little Mermaid and The Snow Queen, known now to girls worldwide as Frozen, in order to get a ... Continue Reading As a middle school or high schoo
own voices, and to communicate clearly so their voices are heard. From my 23 years of teaching ELA, here are six essentials for the middle school and high school ELA classroom that can help make your teaching a success. It is important to provide your students with a variety of reading materials that cater to their interests and reading levels and
help them to build schemas. This can include fiction, non-fiction, poetry, graphic novels, and audio books. By providing a variety of authors and genres on a wide range of topics is by implementing an article of the
week program. Sharing an article each week with students to expose students to over thirty different writing pieces throughout the school year. Plus, FREE articles can easily be found online. NPR is my favorite place to source articles with
topics ranging from animals to young people changing the world to the political climate of South Sudan (we read the novel A Long Walk to Water, so my students have a vested interest!). You can check out my full Article of the Week program here. Each week, I share links to the articles I read with my students on my blog and on this Instagram
highlight. Writing helps our students to find their voices. Providing your students to find their voices. Providing your students to find their voices. Providing a successful writing tools is also
one of the most readily available: books! Use author's writing (and as appropriate student and teacher writing) as a model. Analyze author's techniques with students. Break down model writing into lists that work as guidelines. For example, before we write informative essays, we find examples in the articles we read. We write a list of "Qualities of
Effective Informative Writing and we use that list to guide us through out writing quotes), I pull out mentor texts (sometimes these are exemplar student examples I use with permission) and we examine what successful writers do.
Modeling is one of the best writing tools out there and models are all around us! This Ultimate Writer's Notebook walks students throughout the school year. Share this with your students in Google Classroom at the beginning of the school year, and use it as a home
for writing all year long. Grammar can put your kids to sleep or it can awaken their power as writers. Empower student writers by teaching them how to break the rules of grammar so they can develop their own unique writing style. Research shows that grammar is
best taught in context. Throughout the writing process, authors can make great models of proper grammar and can help students notice grammar as they read and then apply those rules to their own writing. Math teachers use reference sheets as students work
 through challenging problems. As students work through the writing process, provide them with a similar tool for ELA. This ELA reference sheet provides students with essential guidelines for blending quotes, structuring sentences, and using proper capitalization and punctuation. After writing, leave feedback on student grammar pointing out any
errors along with the suggested fixes. A time-saving hack: create a numbered list of your students most comment will auto-generate. The comment bank only
 works in Google Classroom, but you can do something similar by providing students with a numbered list and simply leaving numbers as feedback on students time to apply it. When you hand back writing, give students a class period to read and apply your feedback. Motivate students by
 allowing them to make the fixes for a higher grade. To save time, you can use the "last edits" tool in Google Docs to see the changes students made versus having to regrade the entire piece of writing. Alongside grammar, vocabulary is best taught in context. Encourage students to collect powerful words in a writer's notebook or reading journal, and
then encourage students to use those words in their own writing. Building morphemic awareness is another research based strategy--teaching students how to identify and break down word parts (prefix, affix, and suffix). This Greek and Latin Root Word project is perfect for the beginning of the school year because students create posters sharing
different word parts and definitions that can hang on your walls as a reference all year long! A well-stocked classroom library is my favorite classroom library is my favorite classroom decor. Books give our students windows into the world, reflections that help them to examine their own lives, and doors to escape into other worlds. Having a variety of books and other reading
 materials at students' fingertips is a beautiful gift. If you're having trouble growing your classroom library, take heart. Growing your classroom library can take years, but here are some tips for bringing more books into your classroom library can take years, but here are some tips for bringing more books into your classroom library can take years, but here are some tips for bringing more books into your classroom library can take years, but here are some tips for bringing more books into your classroom library can take years, but here are some tips for bringing more books into your classroom library can take years, but here are some tips for bringing more books into your classroom library can take years, but here are some tips for bringing more books into your classroom library can take years, but here are some tips for bringing more books into your classroom library can take years, but here are some tips for bringing more books into your classroom library can take years, but here are some tips for bringing more books into your classroom library can take years.
Scholastic book orders can be your best friend. When students purchase even a small number of books, teachers earn credits that can be used to purchase books for the classroom. Many libraries have very inexpensive used book sales. They can be a treasure hunt, but hit them up whenever you can to get stacks of books for super cheap! Talk to
 administration: textbook funding is often separate from other school budget expenses, and you just might luck out and have your school purchase the books you need. Encourage reading by providing students with choice and creating a positive reading culture. Use this Independent Reading Program and Interactive Journal to help students choose
books, track their must-reads list, take pride in their reading accomplishments over time, facilitate book talks, and write letters to each other and their authors in response to their reading. Having a transparent, meaningful system of communicating students' understanding is not only an ELA essential, it's an essential of good teaching. Nothing has
had a bigger impact on my classroom culture and my approach to teaching and learning than making the shift towards standards based learning and grading. I have an entire section on my blog dedicated to standards based learning and grading here. Grades are communication. They allow students and their families to have a clear measure of
understanding. Grades also provide feedback. A few tips for creating a grading system that clearly communicates understanding: Define mastery with or for your students. Likewise, the bottom of the scale is a reflection of a lack of
understanding. Define what this looks like along with what actions students can take if they demonstrate a lack of understanding. Hang posters in your classroom that clearly define levels of understanding. Hang posters in your classroom that clearly define levels of understanding. Hang posters in your classroom that clearly define levels of understanding.
recommend eliminating late point systems and replacing them with alternative consequences. I have a full blog post of suggestions here. Eliminate taking off points does not mean there isn't a consequence
for irresponsible behaviors; it just means the consequence does not come in the form of graded empowers them to meet the criteria. Hand students the rubric for a writing assignment before they begin writing. Place rubrics for
smaller assignments directly on the work like this: Allow revisions and retakes. This seems like a lot of extra work on the teacher, but with clear guidelines, it provides students the opportunity to learn from their mistakes and apply feedback. Save time by using the last edits feature in Google Docs for any essay rewrites. For test retakes, require
students to sign up for specific time-slots and to complete a request to retake ahead of time. You can see the form I use here. Set a deadline for all revisions or retakes at least one week before the end of the marking period so students don't bombard you with last minute work. Shifting the focus from grades as a tool of control or judgment to grades
as a tool to communicate understanding as a team. A successful ELA classroom culture. Students and teachers become more focused on learning and growing their understanding as a team. A successful ELA classroom culture is by having a clear
and consistent structure. When class routines are predictable, kids know exactly what to expect. This brings a sense of comfort and also frees up cognitive space for learning! Structure your class using standards based bell ringer: think of this like a learning
target but interactive. You can find the standards based bell ringers I use here. Mini lesson directly teaching or review: share exemplars, questions, reflections. Focus on building community from the start (you can read more about that
here), and encourage students to be upstanders for you and for each other throughout the school year. Facing History & Ourselves has some great resources to teach students about upstanders here. I use free posters from their site for an upstander bulletin board in my classroom. Beyond being upstanders, model what it means to exist in a reading
and writing community. Share your reading and writing struggles along with your triumphs. I'm perfectly honest with my students that I am a painfully slow reader. I like to read deeply, and that takes time. Write in front of your students and make mistakes. Think aloud as you persevere through those mistakes. Beyond sharing finished authors' work
share their writing process. Search YouTube for interviews with authors sharing their writing process (here's an example with author Jason Reynolds). Create a culture where reading is celebrate accomplishments. Encourage students
to write mini reviews on index cards of the books they read and tape them to your classroom library. Last, create a safe space to make mistakes are a learning tool. Creating a positive classroom culture where students are encouraged to share their ideas and opinions can help them feel
more comfortable and engaged in the classroom. Additionally, providing positive feedback and praise can help build confidence in students and motivate them to continue to improve. What you do is important. Throughout your ELA teaching career, you'll touch thousands of lives. Through reading and writing, we give students the tools to communicate
clearly and effectively. By incorporating these six essentials into your middle school or high school ELA classroom, you can help your students become successful, empowered writers and readers. You don't have to do this teaching thing alone. Be sure to sign up for updates from my blog and follow me on Instagram where I share day to day adventures
from my 7th grade ELA classroom. Comment below with questions and ideas! I look forward to connecting! Middle school English Language Arts (ELA) education is a critical thinking abilities. In recent years, the
landscape of middle school ELA teaching and learning has witnessed significant transformations due to advancements in technology, shifts in pedagogy, and the challenges of addressing the skill diversity exacerbated by the pandemic. In order to succeed in the middle school ELA environment, educators must understand the challenges and trends
 identify effective strategies, and implement solutions for both teachers and students. Challenges in Middle School ELA Teaching Skill Diversity and Bridging the Literacy Gap: Despite the efforts of educators, a significant literacy gap that was exacerbated by the pandemic persists among middle school students. Because students are entering middle
 school with limited reading and writing skills, teachers struggle to implement grade-level ELA curriculum effectively. These gaps are even more pronounced due to remote teaching and learning during the pandemic. Technology Equity: While digital tools offer numerous benefits, access to technology remains unequal across student populations.
 Ensuring all students have equal access to digital resources and platforms is essential to avoid exacerbating educational disparities. Standardized tests, which can limit their ability to focus on more holistic literacy development and critical thinking
 skills while developing skill mastery organically throughout the year. Time Constraints: The middle school curriculum often encompasses related ELA skills such as vocabulary and speaking, leaving limited time for in-depth reading and fostering
deep understanding and application of skills. Trends in Middle School ELA Teaching Research-based Instructional Resources: Concerns about low levels of literacy and its consequences have led to increased interest in pedagogical practices rooted in the Science of Reading and the Learning Sciences. The Science of Reading is an interdisciplinary
body of scientifically based research about how people learn to read and write, derived from multidisciplinary fields. Digital Literacy Integration: Middle school ELA classrooms are embracing technology to enhance literacy skills. Educators are incorporating digital tools and platforms to engage students in interactive reading experiences,
collaborative writing projects, and critical analysis of online resources. Digital literacy is no longer an option but a necessity for students to be engaged in reading, they need to see themselves reflected in the texts. They need to relate to the characters and situations
presented in the texts they read. This approach not only fosters empathy and understanding students' comprehension and connection to the material. Performance-based Assessments: Understanding students' patterns of strengths and needs is key to delivering instruction that addresses skill diversity and evaluating the
 effectiveness of that instruction. Unlike growth in height or weight, prior knowledge and growth in learning are mental representations that are not immediately observable without assessment. Performance-based assessments include research, writing, and presentation projects that assess students' ability to integrate ELA skills through application
 to real-world scenarios. Personalized Learning: The one-size-fits-all model is giving way to personalized learning and tailor instruction to meet individual students' needs and learning styles, ensuring better comprehension and engagement.
 Strategies for Effective Middle School ELA Teaching Differentiated Instruction: Recognizing the diverse abilities and needs of students, teachers are employing differentiated instruction techniques. This approach tailors lessons to individual students, teachers are employing differentiated instruction techniques. This approach tailors lessons to individual students, teachers are employing differentiated instruction techniques.
To develop interpersonal skills, students need authentic experiences to help them navigate in-person social interactions. They need to read texts that reflect their world and their experiences with opportunities to collaborate with their peers to share ideas about texts through writing and meaningful talk. Authentic Assessments: Shifting from
traditional testing, educators are embracing authentic assessments. These assessments evaluate students' skills through real-world tasks such as writing essays, creating multimedia presentations, and participating in debates. Cross-Curricular Integrating with teachers from other subjects, middle school ELA educators are integrating in debates.
ELA skills into other disciplines. This approach not only reinforces literacy skills but also helps students understand the interconnectedness of knowledge. A Solution for Middle School ELA Instruction to meet the diverse
challenges educators face today, Perfection Learning has recently launched Connections: Literature. This core ELA program provides comprehensive instruction in grade 6-8 standards for reading, writing, speaking, listening, and language and enable students to gain critical thinking skills as they analyze and evaluate modern and classic literary and
informational texts through discussion and writing. Connections: Literature has been developed to support students' mastery of essential ELA skills in a context that recognizes, values, and enhances their developing capabilities, based on the following key findings from the learning sciences: Reading, writing, speaking, and listening draw on shared
knowledge and skills and should be taught symbiotically. Reading complex texts across genres supports growth in comprehension, background knowledge, and disciplinary literacy skills. Strategic, active reading facilitates comprehension, background knowledge, and disciplinary literacy skills.
 demystifies the complex task of writing. Academic language is a key feature of oral and written communication in middle school. Adolescents are motivated by interesting, peer-oriented learning experiences that promote the development of their identity and independence. Progress toward skill mastery moves faster when assessment informs
project-based learning are reshaping the way ELA is taught in middle schools. While challenges such as the literacy gap and standardized testing pressures persist, educators are employing innovative strategies to overcome these hurdles and create meaningful and effective learning experiences for their students. As we navigate the complexities of
 the 21st century, middle school ELA education remains a cornerstone in equipping students with the skills they need to communicate, comprehend, and critically engage with the world around them. To learn more about Connections: Literature from Perfection Learning, please visit www.perfectionlearning.com Group of West Germanic languages
This article needs additional citations for verification. Please help improve this article by adding citations to reliable sources: "Anglo-Frisian languages" - news · newspapers · books · scholar · JSTOR (December 2009) (Learn how and when to remove this message) Anglo-Frisian languages" - news · newspapers · books · scholar · JSTOR (December 2009) (Learn how and when to remove this message) Anglo-Frisian languages in the scholar · JSTOR (December 2009) (Learn how and when to remove this message) Anglo-Frisian languages in the scholar · JSTOR (December 2009) (Learn how and when to remove this message) Anglo-Frisian languages in the scholar · JSTOR (December 2009) (Learn how and when to remove this message) Anglo-Frisian languages in the scholar · JSTOR (December 2009) (Learn how and when to remove this message) Anglo-Frisian languages in the scholar · JSTOR (December 2009) (Learn how and when to remove this message) Anglo-Frisian languages in the scholar · JSTOR (December 2009) (Learn how and when to remove this message) Anglo-Frisian languages in the scholar · JSTOR (December 2009) (Learn how and when the scholar · JSTOR (December 2009) (Learn how and when the scholar · JSTOR (December 2009) (Learn how and when the scholar · JSTOR (December 2009) (Learn how and when the scholar · JSTOR (December 2009) (Learn how and when the scholar · JSTOR (December 2009) (Learn how and when the scholar · JSTOR (December 2009) (Learn how and when the scholar · JSTOR (December 2009) (Learn how and when the scholar · JSTOR (December 2009) (Learn how and when the scholar · JSTOR (December 2009) (Learn how and when the scholar · JSTOR (December 2009) (Learn how and when the scholar · JSTOR (December 2009) (Learn how and when the scholar · JSTOR (December 2009) (Learn how and when the scholar · JSTOR (December 2009) (Learn how and when the scholar · JSTOR (December 2009) (Learn how and when the scholar · JSTOR (December 2009) (Learn how and when the scholar · JSTOR (December 2009) (Learn how and when the scholar · JSTOR (December 
Frisian Geographic distribution Originally England, Scottish Lowlands and the North Sea coast from Friesland to Jutland; today worldwide Linguistic classification Indo-European Germanic West Germanic North Sea Germanic Nor
 Frisian languages in Europe. Anglic: English Scots Frisian: West Frisian North Frisian Saterland Frisian Hatched areas indicate where multilingualism is common. The Anglic languages (English, Scots, extinct Fingallian, and extinct Yola) assertion as a proposed sub-branch of the West Germanic languages encompassing the Anglic languages (English, Scots, extinct Fingallian, and extinct Yola) as a proposed sub-branch of the West Germanic languages are a proposed sub-branch of the West Germanic languages (English, Scots, extinct Fingallian, and extinct Yola) as a proposed sub-branch of the West Germanic languages (English Scots Frisian Indicate where multilingualism is common. The Anglic languages (English Scots, extinct Fingallian, and extinct Yola) as a proposed sub-branch of the West Germanic languages (English Scots, extinct Fingallian, and extinct Yola) as a proposed sub-branch of the West Germanic languages (English Scots, extinct Fingallian, and extinct Yola) as a proposed sub-branch of the West Germanic languages (English Scots, extinct Fingallian, and extinct Yola) as a proposed sub-branch of the West Germanic languages (English Scots, extinct Fingallian, extinct Yola) as a proposed sub-branch of the West Germanic languages (English Scots, extinct Fingallian, extinct Yola) as a proposed sub-branch of the West Germanic languages (English Scots, extinct Yola) as a proposed sub-branch of the West Germanic languages (English Scots, extinct Yola) as a proposed sub-branch of the West Germanic languages (English Scots, extinct Yola) as a proposed sub-branch of the West Germanic languages (English Scots, extinct Yola) as a proposed sub-branch of the West Germanic languages (English Scots, extinct Yola) as a proposed sub-branch of the West Germanic languages (English Scots, extinct Yola) as a proposed sub-branch of the West Germanic languages (English Scots, extinct Yola) as a proposed sub-branch of the West Germanic languages (English Scots, extinct Yola) as a proposed sub-branch of the West Germanic languages (Eng
 well as the Frisian languages (North Frisian, East Frisian, and West Frisian, and West Frisian). While this relationship had considerable support historically, many modern scholars have criticized it as a valid phylogenetic grouping.[a][b] Instead, they believe that the Inguages (North Frisian, East Frisian, and West Frisian, and West Frisian).
diverging into distinct languages - Old English, Pre-Old Frisian, and Old Saxon - during the Migration Period in the 5th century.[3] There are still proponents of an Anglo-Frisian node in the West Germanic tree, citing strong archeological and genetic evidence for the comingling of these groups.[4] In the 1950s, Hans Kuhn argued that the two
languages diverged at the Ingvaeonic level, but later "converged". He argued that this converged as improbable given the geographic divide.[5] The Anglo-Frisian languages have been distinguished from other West
Germanic languages due to several sound changes: besides the Ingvaeonic nasal spirant law, which is present in Low German as well, Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization of /k/ are for the most part unique to the modern Anglo-Frisian brightening and palatalization and anglo-Frisian brightening and palatalization and anglo-Frisian brightening and anglo-Frisian brightening and anglo-Frisian brightening and anglo-Frisian bri
German Käse English church, and West Frisian tsjerke, but Dutch kerk, Low German Kirche, though Scots kirk English sheep, Scots sheep and West Frisian tsjerke, but Dutch kerk, Low German Kirche, though Scots kirk English sheep, Scots sheep and West Frisian tsjerke, but Dutch kerk, Low German Kirche, though Scots kirk English sheep, Scots sheep and West Frisian tsjerke, but Dutch kerk, Low German Kirche, though Scots kirk English sheep, Scots sheep and West Frisian tsjerke, but Dutch kerk, Low German Kirche, though Scots kirk English sheep, Scots kirk English
According to this reading, English and Frisian would have had a proximal ancestral form in common that no other attested group shares. The early Anglo-Frisian would have had a proximal ancestral form in common that no other attested group shares. The early Anglo-Frisian would have had a proximal ancestral form in common that no other attested group shares. The early Anglo-Frisian would have had a proximal ancestral form in common that no other attested group shares.
has been cited as a reason for a few traits exclusively shared by Old Saxon and either Old English or Old Frisian, [6] a genetic unity of the Anglo-Frisian languages beyond that of an Ingvaeonic subfamily cannot be considered a majority opinion. In fact, the groupings of Ingvaeonic and West Germanic languages are highly debated, even though they
rely on much more innovations and evidence. Some scholars consider a Proto-Anglo-Frisian language as disproven, as far as such postulates are falsifiable. [6] Nevertheless, the close ties and strong similarities between the Anglic and the Frisian grouping are part of the scientific consensus. Therefore, the concept of Anglo-Frisian languages can be
 useful and is today employed without these implications.[6][7] Geography isolated the settlers of Great Britain from Continental Europe, except from contact with communities capable of open water navigation. This resulted in more Old Norse and Norman language influences during the development of Late Modern English, whereas the modern
 Frisian languages developed under contact with the southern Germanic populations, restricted to the continent. The proposed Anglo-Frisian family tree is: An
 Doric Scots Ulster Scots Northern English Northumbrian English Lower Northern English Lower Northern English Irisian West Frisian Westereendersk Clay Frisian South Frisian Westlauwers-Terschellings Terschellings 
 Westereendersk East Frisian Ems Frisian Ems Frisian Saterland Frisian Weser Frisian † Wursten Frisian † Wursten Frisian Halligen Frisian Torth Frisian West Mooring Goesharde Frisian † Wursten Frisian † Sylt North
 Frisian Föhr-Amrum Amrum North Frisian Föhr North Frisian Föhr North Frisian Föhr North Frisian See also: List of dialects encompass Old English and World English and Utalects encompass Old English Engl
 Modern English; Early Scots, Middle Scots, and Modern English and Yola languages are not generally included, as mainly only their lexicon and not necessarily their grammar, phonology, etc. comes from Early Modern English and Late Modern English. [16] Old English Northumbrian
Old English Mercian Old English Kentish Old English Kentish Old English Southeastern Early Middle English So
Southern Late Middle English Southwestern Early Modern English Middle Scots Northern Early Modern English Middle Scots Northern Early Modern English Southwestern Early Modern E
 Frisian languages are a group of languages spoken by about 500,000 Frisian people on the southern fringes of the North Sea in the Netherlands and Germany. West Frisian, by far the most spoken of the North Sea in the North Sea i
 Frisian is spoken on some North Frisian Islands and parts of mainland North Frisia in the northernmost German district of Nordfriesland, and also in Heligoland is part of its mainland district of Pinneberg). North Frisian has approximately 8,000 speakers.[18][full citation needed]
The East Frisian language is spoken by only about 2,000 people; [19][full citation needed] speakers are located in Saterland Frisian spoken up until the 20th century, but today only the Saterland Frisian variety of the Ems dialects of East Frisian spoken up until the 20th century, but today only the Saterland in Germany. There were multiple dialects of East Frisian spoken up until the 20th century, but today only the Saterland in Germany.
 West Frisian dialects:[17] Clay Frisian (Klaaifrysk) South or Southwest Frisian (Súdhoeksk) Wood Frisian (Wâldfrysk) North Frisian (Halunder) Mainland dialects Wiedingharde Frisian (Wiringhiirder) Bökingharde Frisian (Mooringer)
Karrharde Frisian (Karrharder) Goesharde Frisian (Gooshiirder) Northern Goesharde Frisian (Halifreesk) The following is a summary of the major sound changes affecting vowels in chronological order. [20]
For additional detail, see Phonological history of Old English. That these were simultaneous and in that order for all Anglo-Frisian languages is considered disproved by some scholars.[6] Backing and nasalization of West Germanic a and ā before a spirant, resulting in lengthening and nasalization of preceding vowel
 Single form for present and preterite plurals A-fronting: West Germanic a, \tilde{a} > \tilde{e}, even in the diphthongs at and au (see Anglo-Frisian brightening) palatalization of Proto-Germanic *k and *g before front vowels (but not phonemicization of palatalization of palatalization of palatalization of Proto-Germanic *k and *g before front vowels (but not phonemicization of palatalization of palatalization of palatalization of palatalization of Proto-Germanic *k and *g before front vowels (but not phonemicization of palatalization of palatalization of palatalization of palatalization of palatalization of Proto-Germanic *k and *g before front vowels (but not phonemicization of palatalization of palatalization
Second fronting: OE dialects (except West Saxon) and Frisian æ > ē A-restoration: a restored before a back vowel in the following syllable (later in the Southumbrian dialects); Frisian æu > au > Old Frisian ævo > except West Saxon palatal diphthongization follows i-mutation follows i-mutation follows i-mutation follows phonemicization of
palatals and assibilation, followed by second fronting in parts of West Mercia Smoothing and back mutation These are the words for the numbers one to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison: Languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch, West-Flemish and German included for comparison to 12 in the Anglo-Frisian languages, with Dutch and Dutch and 
 twelve West Riding Yorkshire one two three fower five six seven eight nine ten (e)leven twelve Scots[c] aneae*eenyin twa three fower five sax seiven aicht nine ten eleiven twal Yola oan twye dhree vour veeve zeese zeven ayght neen dhen ellven twalve West Frisian ien twa trije fjouwer fiif seis sân acht njoggen tsien alve tolve West-Flemish jin twi
drieje viere vuvve zesse zeevne achte neegn tiene elve twolve Saterland Frisian (m.) twäin (m.) träi (m.) 
negen tien elf twaalf Afrikaans een twee drie vier vyf ses sewe agt nege tien elf twaalf High German eins zwei drei vier fünf sechs sieben acht neun zehn elf zwölf * Ae [e:], [je:] is an adjectival form used before nouns. [21] English West Riding Yorkshire Scots Yola West Frisian Afrikaans Dutch German West-Flemish day day dei dei dag dag Tag dah
 world warld warld eord wrâld wêreld wereld Welt wèreld rain rain rain rain rain rain reen steen 
bûter botter botter butter beuter cheese che
hoed fork fork fork fork vork foarke vurk vork Gabel Forke (dated) sibbe (dated) sibbe (dated) sibbe sibbe sibbe (dated) sibbe sibbe (dated) sibbe sibbe sibbe (dated) sibbe sibbe sibbe (dated) sibbe (dated) sibbe sib
tot where wheer whauror whare fidie wêr waar wo woa(r)(e) key key key[d] kei / kie kaai sleutel Schlüssel sleutle have been (was) wor wis was ha west was gewees ben geweest bin gewesen zy(n)/è gewist two sheep two sh
hawwe het hebben haben en us uz us ouse ús ons ons uns oes horse caule hynder hoars (rare) perd paard ros (dated) Pferd Ross (dated) perd bread bread bread bread bread bread beard beard beard beard baard 
Bart board moon mooin muin mond moane maan Mond moane mouth maath, gob mooth meouth mûn mond mond moane mouth maath, gob mooth meouth mûn mond mond moane green gr
through through/thrugh througe/ôoge dream dreem 
goes/goas on it gaes/gangs on it gaes/gangs on it goeie dag goedendag guten Tag goein dah Main article: North Sea Germanic North Sea Germanic, also known as Ingvaeonic, is a proposed grouping of the West Germanic languages that
encompasses Old Frisian, Old English,[f] and Old Saxon.[g] The North Sea Germanic grouping may be regarded as an alternative to Anglo-Frisian, or as ancestral to it. Since Anglo-Frisian features occur in Low German - especially in its older stages such as Old Saxon - some scholars regard the North Sea Germanic classification as more meaningful
than a sharp division into Anglo-Frisian and Low German. In other words, because Old Saxon came under strong Old High German and Old English and Old Frisian. North Sea Germanic is not thought of as a monolithic
proto-language, but rather as a group of closely related dialects that underwent several areal changes in relative unison.[h] The extinction of two little-attested and presumably North Sea Germanic languages, Old Old Anglian and Old Jutish, in their homelands (modern southern Schleswig and Jutland respectively), may have led to a form of
 "survivorship bias" in classification. Since Old Anglian and Jutish were, like Old Saxon, direct ancestors of Old English, it might follow that Old Saxon, Old Anglian and/or Jutish were more closely related to English than any of them was to Frisian (or vice versa). North Sea Germanic, as a hypothetical grouping, was first proposed in Nordgermanen und
 Alemannen (1942) by the German linguist and philologist Friedrich Maurer (1898-1984), as an alternative to the strict tree diagrams that had become popular following the work of the 19th-century linguist August Schleicher and which assumed the existence of an Anglo-Frisian group. [25] High German languages Low Franconian languages English-
 based creole languages Angloromani language Bungi dialect Hokaglish Scottish Cant Shelta Stadsfries Dutch "According to most researchers, this means that there cannot have been an 'original' Anglo-Frisian entity [...]."[1] "It is not possible to construct the exclusive common relative chronology that is necessary in order to be able to establish a
node on a family tree. The term and concept of 'Anglo-Frisian' should be banished to the historiography of the subject."[2] ^ Depending on dialect 1. [en], [jm], [fiv] 5. [fai:v], [fev] 6. [saks] 7. ['sai:vən], ['sei:vən], ['sei:vən], ['sei:vən], ['sei:vən], ['sei:vən], ['sei:vən], ['sai:vən], ['sai:van], ['sai:van]
Depending on dialect [ki:] or [kai]. ^ Depending on dialect [ki:] or [kai]. ^ Depending on dialect [θru:] or [θrλu]. ^ Also known as Anglo-Saxon. ^ Some include West Flemish.[22] ^ For a full discussion of the areal changes involved and their relative chronologies, see Voyles (1992).[24] ^ Bazelmans 2009, p. 326. ^ Stiles 2018, p. 31. ^ Bazelmans 2009, pp. 325-326. ^ Colleran 2019
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Scope Language Type Denotations enm Middle English (1100-1500) Active 639-2, 639-3 Individual Historical Ethnologue, Glottolog, Wikipedia Change Request Number Change Request Number Change Attribute New Value 2024-008 Update Denotation Expand to include Yola [yol] Let's Read EnglishEnglish Language Arts Middle School Lesson Plans Share —
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