

- Louisiana Student Standards for English Language Arts (LSS4ELA).
 - Reading Standards for Literature & for Informational Text
 - Writing Standards
 - Speaking and Listening Standards
 - **Language Standards**

Anchor Standards	LSS4ELA, Grades 9-10, p. 52	LSS4ELA, Grades 11-12, p. 57
Conventions of Standard English	<ul style="list-style-type: none"> ● Parallel structure ● Using different types of phrases and sentences ● Spelling, punctuation (colon, semicolon), capitalization 	<ul style="list-style-type: none"> ● Language variation and change ● Using dictionaries to distinguish between standard and non-standard ● Spelling, punctuation (hyphens)
Knowledge of language	<ul style="list-style-type: none"> ● Make effective, context appropriate language choices (focus on writing that conforms to style manuals) 	<ul style="list-style-type: none"> ● Make effective, context appropriate language choices
Vocab acquisition & use	<ul style="list-style-type: none"> ● Strategies to define and clarify the meaning of expressions; polysemy; near-synonyms ● Derivational morphology ● Practical dictionary skills ● Figures of speech ● Increasing academic and specialized vocabulary 	<ul style="list-style-type: none"> ● Strategies to guess meaning through context; polysemy (puns); near-synonyms ● Derivational morphology ● Practical dictionary and referencing skills ● Figures of speech ● Increasing academic and specialized vocabulary

Questions and starting points for discussion

I. Standard English (SAE) and variation in English:

1. *What is SAE?*

- a. The language that you have to teach your students to speak.
- b. The language that you have to teach your students to write.
- c. The language that some of your students already speak/write.
- d. The clearest way to express one's self.

2. Who uses SAE in their speaking and writing?

- a. The POTUS.
- b. A particular group of people.
- c. Your school principal
- d. Authors. (JK Rowling, Hemmingway, Hawthorne, Poe)

3. How is SAE different from non-standard or dialect Englishes in terms of grammar and communicative power?

- a. John went runnin' down the road.
- b. I didn't do nothing anyways.
- c. John likes fishing, peaches, and to play soccer.

Your Examples/Thoughts on questions 1, 2, and 3:

II. Language and Identity:

1. Why can't my "English Speaking" students just learn SAE already?

- a. Particularly my African American, Hispanic Heritage, Cajun English students
- b. During oral presentations
- c. In texting and/or email communications
- d. When speaking to authority figures

2. How do I encourage my students to learn/use SAE?

- a. Approaching language as a tool
- b. Discussing language variation and use with your students
- c. Negative consequences for not being able to use SAE in certain contexts
- d. Positive consequences of being able to code-switch or code-mix depending on the social context

Your Examples/Thoughts on questions 1 and 2:

III. Translating Language Standards into useful classroom activities and discussions