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

<table>
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<tr>
<th>Anchor Standards</th>
<th>LSS4ELA, Grades 9-10, p. 52</th>
<th>LSS4ELA, Grades 11-12, p. 57</th>
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</table>
| Conventions of Standard English | ● Parallel structure  
○ Using different types of phrases and sentences  
○ Spelling, punctuation (colon, semicolon), capitalization | ● Language variation and change  
○ Using dictionaries to distinguish between standard and non-standard  
○ Spelling, punctuation (hyphens) |
| Knowledge of language | ● Make effective, context appropriate language choices (focus on writing that conforms to style manuals) | ● Make effective, context appropriate language choices |
| Vocab acquisition & use | ● 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 | ● 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**