
Contents

<i>Foreword</i>	xi
<i>John Rickford</i>	
<i>Acknowledgments</i>	xv
I. Theory and Research	
1. The Lay of the Land: Old and New Perspectives in Language Arts	3
Assumptions about Language	5
Students' Robust Knowledge of the Home Language	5
Build on Students' Existing Knowledge	8
A Whole New Language Arts Mind-set	11
What Makes Standard English Standard?	11
What Makes "Nonstandard" Dialects Nonstandard?	12
Language Attitudes in the Classroom	14
African American English: Who Speaks What Where?	16
Language Transfer and International Englishes	17
The Vexing Problem of Terminology	19
Writing Style and Other Nomenclature	24
Conclusion	25
2. Moving from Correction to Contrast: Code-Switching in Diverse Classrooms	28
The Correctionist Lens	30
What Linguistics Tells Us	32
Method in the "Madness"	33
Teaching Standard English in Urban Classrooms	38
Attitudes toward Standard English	40
3. Linguistic Insights for the Language Arts Classroom	47
How Language Varies	47

Vocabulary	47
Sounds	48
Grammar	49
Varieties of English	50
Registers, Formality, and Dialects	50
Standard English, Vernacular English, and So-Called “Nonstandard” English	52
African American English: <i>Not</i> Standard English with Mistakes	53
4. Code-Switching Succeeds in Teaching Standard English	55
Home Speech in the Classroom	55
Caribbean Students in Canada: Déjà Vu	55
Trinidad and Tobago	56
How to Talk the New Walk	57
The Top Ten Patterns	59
When Students Speak Informal English	59
Contrastive Analysis	61
Research from Chicago	61
Research from New York	62
Results from Georgia	62
Conclusion	63
II. Classroom Practice	
5. Diversity in Language	67
Variation Is Natural	67
Language Variation Is Natural	70
Recognizing Formal and Informal Patterns	71
Exploring Language Variation in Literature	72
The Next Steps	74
6. Teaching Noun Patterns: Possessives	75
Understanding Possessive Patterns	76

Applying the Scientific Method	76
Discovering the Pattern in Student Writing	76
Formulating the Grammar Rule	77
Testing Your Hypothesis	77
Refining Your Hypothesis	79
What If You Don't Know the Answers to Students' Questions?	79
Teaching Possessive Patterns: Lesson 1	80
Anchor in Your Students' Writing	80
Start by Focusing on One Informal Pattern per Sentence	80
Create a Contrastive Analysis Chart	81
Begin Your Lesson on Possessives	81
Work with the Contrastive Analysis Charts	82
Help Students Discover the Informal Pattern	83
Help Students Discover the Formal Pattern	83
Let Students Practice New Understanding	84
Teaching Possessive Patterns: Lesson 2	87
7. Teaching Noun Patterns: Plurals	91
Plural Patterns in Informal English	91
Using Contrastive Analysis to Teach Plurality	91
Start with One Informal Pattern per Sentence	92
Create Contrastive Analysis Chart for Plurals	92
Leading Students to Discover Plurality	92
Discover the Plural Pattern inside Formal English	94
Discover the Plural Pattern in Informal English	95
Reviewing Plural Patterns	97
Reviewing Plural and Possessive Patterns	99
8. Teaching Subject-Verb Agreement	102
Building Your Contrastive Analysis Chart	102
Reviewing Subjects and Action Verbs	103
