

PATTY FERRANT: Like, after the pushing of the thinking, um, the next step is really getting them to be able to communicate. And I definitely think that I pushed them to realize that they have to, it's expected of them to communicate.

And in the beginning of the year it starts off with maybe a sentence or so, but I think that idea that I'm not...I think it comes down to having the academic language. They're expected to use it, they practice it all the time with each other, and then they practice even more when we're full group using...a lot of times just the idea of restating, rephrasing what each other are saying.

But during, I think, every lesson it's like, they'll say something but you know that they're not, like, "I'm not sure if I get that." And then I'm always pushing others to make sure they're repeating, rephrasing to each other, and then having them just keep coming back to it and using that evidence -- and it's not just enough to say like, yes or no but it's kind of those follow-up questions of why, tell me more.

Um, but it's just an expectation in the classroom and definitely using the academic language as well, and supporting them with that because they have words for things but it's not necessarily 8th-grade level. I think I...I know I said all year long is that, "Okay, now we're going to say it 8th-grade level. I need an answer that is 8th-grade level." Um, and so I know I've instilled that in them and they have to keep pushing themselves to have that, um, "we have sentence frames a lot, we have academic language in the classroom."

But I'm definitely pushing them that they know that they can't just get away with a yes or a no or a one little sentence.