



Practice #2

Educators and learners speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.

Contains:

Materials, Strategies, and Active web links for each of the following:

Life Principle

Expectation

Quote

Hand Signs

Practice Connections

Practice Characteristics

Evidence of Practice

Research

Literature

Vocabulary

Video Links

Learning Strategies

Mind Map

Ideas for Implementation

Practice #2 Implementation Evaluation and Goal Setting

Printable Materials below with additional documents online

Includes:

- [Writing Fluency Activity](#) ** - Activity to Demonstrate Power of Writing/Speaking in Complete Sentences and to Promote Writing Fluency
 - [Minute-Mania Verbal Fluency](#)**
 - [Practice #2 Implementation Evaluation](#)
 - [Mind Map for Practice #2](#)
 - ["We are what we repeatedly do. Excellence then is not an act, but a habit."](#)
--Aristotle (printable poster and link to author information)
 - [Procedure for Asking and Answering Questions in Complete sentences](#) **
 - [Procedure for Designating Time for Formal or Casual Speech Example](#)
 - Classroom signs for 'Popcorn' answers and complete sentences
 - "Movin' & Groovin' " [State Changes](#) **
 - [Questioning Strategies](#)
 - [Open and Closed Questions](#)
- Click here for [4x4 Task Cards](#) for the documents noted with **.

Practice #2 Implementation Guide

The following guide contains some practical resources to aid in the implementation of Practice #2. It includes the characteristics and evidence of the practice with links to online materials available on the Great Expectations website, <http://www.greatexpectations.org/>. Ready-to-use strategies and printable documents are available for immediate use.

The WHY? of Practice #2!!

The use of formal communication helps to build a *Culture of Respect* and courtesy.

- Addressing a person by his/her name has been proven to build a climate of mutual respect in the classroom.
- Speaking in complete sentences rather than fragments is essential for excellence in expression and leads to higher competence in writing.
- Time is required to formulate a complete sentence and allows additional time to process and communicate information.
- Repetition, allowing several statements in response, adds meaning to information shared in discussion.
- Research indicates that the audible expression of one's name builds self-esteem.
- Demonstrations of mutual respect and common courtesy foster a calm and confident learning environment.

Speaking in complete sentences has many benefits that contribute to *Academic Excellence*.

- Complete sentences, which are enunciated clearly, are more formal and set a more business-like tone for the class than mumbled answers of few words. Such a format generates a sense that the work of the day is important.
- One of the greatest benefits of speaking in complete sentences may be the advantage that comes to learner's writing skills. Learners gain competence in eliminating sentence fragments from not only their speech but also their writing.
- Respect and camaraderie are a welcome outgrowth of educators and learners addressing one another by name.
- Responding in complete sentences helps learners to acquire and retain knowledge.
- Making sure that thoughts are framed as complete sentences boost oral communication skills.

For Research: see [Rationale for 17 Practices](#) Practice 2 - pages 6-7

The WHO? EVERYONE who wants respect!

The WHERE? EVERYWHERE or those places a climate of mutual respect is desired.

Ask: "Where do we want to build a climate of mutual respect?"

The WHEN? Beginning the first week of school the procedure should be used at ALL times except when short answers are appropriate. Establishing a procedure for designating "short answers" or 'popcorn answers' is encouraged. (See procedure example in Index)

["We are what we repeatedly do. Excellence then is not an act, but a habit."](#)

--Aristotle (printable poster and link to author information)

- **The benefits of this practice reach their maximum when implemented throughout the school environment. Building the climate of mutual respect is not specific only to the classroom. Examining each area - i.e. auditorium, cafeteria, gymnasium, bus, school office, and planning an appropriate level of implementation is strongly encouraged.**
- **Staff in each area should begin by answering the question - What should Practice 2 look like and sound like in _____?"**
- **Establish a consistent procedure for learners to follow regardless of location. The same verbal and hand signal cues should be used everywhere.**

Example: The school office secretary or school nurse:

A student comes in asking for an ice bag.

Casual student response: "Gotta have an ice bag!"

(Staff redirects with the hand signal cue of 'C'.)

Practice 2 Response: Ms. _____, may I please have an ice bag?"

Main objection: "This takes too much time!"

Response: What are the goals for learners?

- **Creating a respectful climate is a primary goal. This practice goes a long way toward developing that respect and teaching learners to interact positively.**
- **Teachers desire for all learners to be able to express themselves clearly both in speaking and writing. The habitual use of one-word answers works contrary to this goal. Speaking in complete sentences takes almost no time at all when practiced consistently, and the learners who become adept in their use derive the greatest benefit. In the everyday world where people earn a living, speaking in sentences and the ability to communicate effectively are essential.**

Practice 2 supports the Communication skills listed under *The 8 Keys to Employability*:

- ***Good grammar and spelling***
- ***Express themselves clearly***
- ***Listen well***
- ***Eye contact***
- ***Ask for help when needed***

<http://educationnorthwest.org/sites/default/files/DevelopingEmployabilitySkills.pdf>