



NEBRASKA  
ENGLISH  
LEARNER  
PROGRAMS



**English Language Proficiency (ELP) Standards/English Language Arts (ELA) Alignment**  
Integrating NE ELP Standards into ELA Teaching and Learning

Grade Level: Grades 4-5

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| <b>Strategy:<br/>Focus:</b>   | <b>FOUR CORNERS<br/>RECIPROCAL COMMUNICATION</b>   |
| <b>ELA Standard:</b>  | <b>LA 10.3.3</b> Student will develop, apply, and adapt reciprocal communications skills.  |
| <b>ELA Indicator (by grade):</b>  | <b>LA 4/5.3.3.c</b><br>Apply conversations strategies to recognize and consider new information presented by others in relationship to one’s own ideas.  |
| <b>ELP Corresponding Standard(s):</b>   | <b>4-5.2</b> Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.<br><br><b>4-5.6</b> Analyze and critique the arguments of others orally and in writing.                              |
| <b>Objective/Learning Target:</b>   | I can use conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one’s own ideas.   |
| <b>Time Required:</b>   | 10-15 minutes  |
| <b>Materials Needed:</b>  | 1. Poster/Butcher Paper  |
| <b>Strategy Overview and Rationale:</b>   | Four Corners is a strategic speaking tool where students express their thoughts and opinions about a particular topic or concept. This tool provides students with an opportunity practice oral communication and be able to critique others’ thinking.  |
| <b>Step-By-Step Instructions:</b><br><br><i>During instruction, adhere to a gradual</i> | 1. Teacher creates four solutions that relate to a particular problem or issue being discussed. This tool works well when students are working towards a solution of a particular controversial problem or issue.<br><br>2. The teacher then posts the solutions in four corners of the classroom. |

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| <p><i>release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p> | <p>3. Then, students select one statement that most closely fits their opinion of the scenario.</p> <p>4. Finally, students develop a summary of their opinion to share with the rest of the class.</p>   |   |   |
| <p><b>Leveled Supports for English Learners</b></p>   | <p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• Provide background knowledge of discussion topic.</li> <li>• Provide sentence starters for agreeing and disagreeing<br/>Examples:<br/>“I agree with you because _____” or<br/>“I respectfully disagree with you because.”</li> <li>• Provide sentence starters for explaining their reasoning<br/>Example: “I chose _____ because _____.”</li> <li>• Repeat and rephrase to simplify and model strategy.</li> </ul> | <p><b>Progressing</b></p> <ul style="list-style-type: none"> <li>• Provide background knowledge of discussion topic.</li> <li>• Have peers repeat and rephrase to simplify and model strategy.</li> <li>• Provide sentence starters for agreeing and disagreeing.</li> <li>• Provide transition words.</li> </ul> | <p><b>Nearly Proficient</b></p> <ul style="list-style-type: none"> <li>• Provide background knowledge of discussion topic.</li> <li>• Provide sentence starters for discourse.</li> </ul> |

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| <b>Resources:</b>    |  |  |  |
| <b>Meta Tagging:</b> | Reciprocal Communication, Speaking and Listening, Four Corners |  |  |