



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

Grade Level: Grades 6-8

Strategy: Focus:	FOUR CORNERS RECIPROCAL COMMUNICATION
ELA Standard:	LA 10.3.3 Student will develop, apply, and adapt reciprocal communications skills.
ELA Indicator (by grade):	LA 6-8.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one’s own ideas.
ELP Corresponding Standard(s):	ELP 6-8.2 Participate in grade appropriate oral and written exchanges of information, ideas, and analyses responding to peer, audience or reader comments and questions ELP 6-8.9 Create clear and coherent grade appropriate speech and text
Objective/Learning Target:	I can use conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one’s own ideas.
Time Required:	10-15 minutes
Materials Needed:	<ol style="list-style-type: none"> 1. Poster/Butcher Paper 2. Visuals (if needed for ELLs)
Strategy Overview and Rationale:	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
Step-By-Step Instructions*: <i>During instruction, adhere to a gradual release of responsibility. First, explain and model</i>	<ol style="list-style-type: none"> 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. Problem and solution is accompanied with familiar visuals. Pre-teach academic vocabulary such as: issue, problem and solution, opinion, fact 2. The teacher then post the solutions (and visuals) in four corners of the classroom.

<p><i>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><i>Supports for ELs in blue.</i></p>	<ol style="list-style-type: none"> 3. Then, students select one statement that most closely fits their opinion of the scenario. <i>Provide think time- time for student to write down their choice</i> 4. Move to the corner with your number choice. Turn to a partner to explain why you chose this using signal or transition words. <i>Provide signal and transition words for ELLs.</i> 5. Finally, students develop a group summary of their opinion to share with the rest of the class. 		
<p>Leveled Supports for English Learners:</p> <p><i>Considerations for English Learners have been inserted throughout the step-by-step instructions (in blue). Additionally, supports have been added for students by proficiency levels.</i></p>	<p>Emerging</p> <ul style="list-style-type: none"> • Provide signal words. • Allow for more think time. • Provide sentence starters. Example: I think ... (reason) 	<p>Progressing</p> <ul style="list-style-type: none"> • Provide signal words • Allow for more think time. • Provide sentence starters. Example: I think ...because ... 	<p>Nearly Proficient</p> <ul style="list-style-type: none"> • Provide signal words. • Allow for think time. • Provide sentence starters. Examples include: In my opinion, Based on these facts, I think
<p>Resources:</p>			
<p>Meta Tagging:</p>	<p>Reciprocal Communication, Speaking and Listening, Four Corners</p>		

* This lesson has been contextualized for students in this grade band.