



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 6-8

Strategy: Focus:	I-CHART RECIPROCAL COMMUNICATION
ELA Standard:	LA 10.3.3 Students will develop, apply, and adapt reciprocal communication skills.
ELA Indicator (by grade):	LA 6.3.3.d Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study. LA 7-8.3.3.d Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.
ELP Corresponding Standard(s):	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. 6-8.5 Conduct research and evaluate and communicate findings to answer questions or solve problems
Objective/Learning Target:	I can ask probing questions, conduct research, and build new understanding about a variety of topics.
Time Required:	45 minutes *May be used over a unit rather than in one lesson
Materials Needed:	1. I-chart handout - one copy per student or distribute digitally (See attached). 2. Chalkboard/whiteboard or butcher/flip-chart paper 3. Computer/Internet access 4. Whole-class viewing device
Strategy Overview and	For any given topic, students are bombarded by a deluge of information.

<p>Rationale:</p>	<p>Frequently, without the proper direction, they get lost in the sea of information that is not digitally available through the Internet. So, to help them to better make meaning from new information, students need to be taught to ask probing question, conduct carefully guided research, and then be able to write or speak about what they have learned. This strategy teaches them to do all three.</p>
<p>Step-By-Step Instructions*:</p> <p><i>During instruction, adhere to a gradual 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>	<ol style="list-style-type: none"> 1. Teacher selects a content-specific topic. Brainstorm pre-existing knowledge about the topic. Knowledge not relevant to the questions can be placed in the column labeled “<u>Other Interesting Facts.</u>” Brainstorm with students things about this topic they might be interested in exploring in more depth. Students generate questions they would like to have answered. Students choose three or four of the most interesting questions generated, which will provide direction for later student-conducted research. 2. Model how to use an I-Chart graphic organizer. Teacher provides each student with blank I-Charts. Record the chosen questions in the boxes along the top, also transferring the questions to the butcher/flip-chart paper (one page per question). 3. Provide access to computers, or a variety of source materials, including websites and newspaper and magazine articles, for students to consult to answer their target questions. Students work in cooperative groups, with each group consulting a different source. The target questions will guide the students as they decide which material in a source is useful and which is unnecessary. 4. Each group records their information on sticky notes, one fact per note, which are affixed to the chart paper or chalkboard under the appropriate question. Note: Color-coded sticky notes make it easier to identify from which source the information was taken. 4.5 As a class, determine if the sticky notes with facts are place appropriately. Then students complete their copy of the I Chart. 5. Students synthesize information from each question into a summary. Summarization provides a transition from research to speaking. 6. Students are now ready to speak conversationally about their topic, and they can proceed to discuss each question and the information that relates to it. <i>Sometimes, contradictory material is uncovered,</i>

which also needs to be acknowledged. Students also may wish to respond to one or two additional questions that occurred to them as they delved into their resources, which can be added to either the “Other Important Information” or “New Questions” column.

7. Debrief, together, as a class and discuss the information gleaned through the research/question-answering process.

Leveled Supports for English Learners	Emerging	Progressing	Nearly Proficient
	<ul style="list-style-type: none"> • Provide controlled, leveled sources. • Categorize facts into correct question column. • Modify I Chart to include fewer questions. • Provide sentence frames: I agree/I disagree... I wonder... • Provide question frames: Who? What? Why? 	<ul style="list-style-type: none"> • Provide controlled, leveled sources provided. • Modify I Chart to include fewer questions. • Provide sentence frames: I agree/I disagree... I wonder... • Provide question frames: Who? What? Why? • Provide time for small group to complete summary section. • Practice in advance of oral summaries. 	<ul style="list-style-type: none"> • Determine focus of lesson (probing questions, research, or summarizing).

Resources:

Buehl, D. (2001). Classroom strategies for interactive learning (1st ed.). Newark, Del.: International Reading Association.

I-Chart Handout - See Attached

Additional resources may be found at:
<http://www.readwritethink.org/>
<http://www.readwritethink.org/classroom-resources/printouts/chart-b-30775.html>

Meta Tagging:	Reciprocal Communication, Speaking and Listening, I-Chart

*This lesson was contextualized for students at this grade band.

Inquiry Chart (I-Chart)

Topic : _____

	Question 1	Question 2	Question 3	Question 4	Other Interesting Facts	New Questions
Source 1						
Source 2						
Source 3						
Summary						