



## English Language Proficiency (ELP) Standards/English Language Arts (ELA) Alignment

Integrating NE ELP Standards into ELA Teaching and Learning

Grade Level: Grades 9-12

<b>Strategy:</b> <b>Focus:</b>	<b>FOUR CORNERS 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 9-10.3.3.c</b> Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas. <b>LA 11-12.3.3.c</b> Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one's own ideas.
<b>ELP Corresponding Standard(s):</b>	<b>9-12.2</b> Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions  <b>9-12.6</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
<b>Step-By-Step Instructions:</b>  <i>During instruction,</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. 2. The teacher then posts the solutions in four corners of the

<p><i>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>	<p>classroom.</p> <ol style="list-style-type: none"> <li>3. Then, students select one statement that most closely fits their opinion of the scenario, and move to that corner of the room to talk and share ideas.</li> <li>4. Finally, students develop a summary of their opinion to share with the rest of the class.</li> </ol>		
<b>Leveled Supports for English Learners</b>	Emerging	Progressing	Nearly Proficient
	<ul style="list-style-type: none"> <li>• Provide modified choices such as “What’s your favorite season?”</li> <li>• Provide sentence stems, graphic organizers, visuals, and keywords.</li> <li>• Allow students to use home language.</li> <li>• Pair with another student to help as a scribe.</li> <li>• Work one-on-one with student (teacher or para).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sentence stems, graphic organizers, visuals, and keywords.</li> </ul>	<ul style="list-style-type: none"> <li>• Project written summary example for all students to see.</li> </ul>
<b>Resources:</b>			
<b>Meta Tagging:</b>	Reciprocal Communication, Speaking and Listening, Four Corners		