



PUERTO RICO GOVERNMENT
DEPARTAMENT OF EDUCATION
ENGLISH PROGRAM

ENGLISH PROGRAM ESSENTIAL COMPETENCIES



2021-2022

ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM

GRADE: 7th

Standard: Writing	Conceptual competences What should I know?	Procedural competences What should you do?	Attitudinal skills -Knowing to be -Know how to act -What attitudes and values should the students model?	Resources Bank -Reinforcement of skills for the home (Activities)
<p>Expectation:</p> <p>7.W.2</p> <p>Write informational texts to examine and analyze topics and convey ideas independently using appropriate text organization.</p>	<p>Student will be able to write an informational text to analyze topics.</p>	<p>Student will be able to state the characteristics of the Informational text.</p>	<p>Student will be able to share information and listen to point of views about the topic discussed in class.</p>	<ol style="list-style-type: none"> 1. Use a concept map (graphic organizer) to identify characteristics or features or types of Informational text. 2. Text structure: Problem / Solution Write a paragraph about: How can you help sea Turtles in Puerto Rico. 3. Reading passage suggested- World's largest sea turtles arrive on Puerto Rico beaches amid pandemic - La Prensa Latina Media https://tinyurl.com/4w46hfsb 4. Technology integration- writing group discussion Add a comment on Flipgrid about ways to help the habitat of sea turtles in Puerto Rico. 5. Hamburger Writing Graphic Organizer- use this model to organize your ideas in the paragraph.

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<p>Expectation:</p> <p>7.W.3</p> <p>Write paragraphs, short essays, and literary texts that develop real or imagined experiences or events, using literary elements like narrative structure, theme, mood, plot, setting, moral, etc</p>	<p>Students will be able to identify the characteristics of a structured paragraph.</p>	<p>Students will be able to write a short essay that includes at least the three basic paragraphs (introduction, body and concluding paragraphs).</p>	<p>The student will show a positive attitude toward written communication.</p>	<ol style="list-style-type: none"> 1. T-chart: students will point out the characteristics of fiction and non-fiction as a genre. 2. Write a short essay about a real or imagined experience: introductory, body and concluding paragraphs. 3. Story Map graphic organizer- to create an outline for their story. (imagined story). 4. Checklist for essay writing- is available through the Internet. 5. Essay organizer- Tips for Teaching & Grading Five Paragraph Essays The TpT Blog (teacherspayteachers.com) 6. Setting template- Writing Narratives: Plan the Setting Worksheet Education.com 7. Narrative Plot Structure template- Narrative Plot Structure Template Teaching Resource Teach Starter

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<p>Expectation:</p> <p>7.W.4</p> <p>Develop and strengthen writing as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing.</p>	<p>The student will define the brainstorm concept and mention its characteristics</p> <p>Through discussion, the student will make a list of the characteristics of a good draft.</p>	<p>The student will use a mind map to organize all the ideas about the topic.</p> <p>The student will write a rough draft about a specific topic including their brainstorm ideas applying the strategy RADaR.</p>	<p>The student will show a positive attitude toward written communication.</p> <p>The student will value the importance of expressing their thoughts and experiences in writing.</p>	<p>1. Brainstorming- Mind map</p> <p>Add any sort of graphical element to express an idea. It may include to-do lists, thought clouds, doodles, notes, blueprints, key points, information, and anything else that helps bring clarity to an objective.</p> <p>*Power Point Presentation- Control + Click to download</p> <p>This presentation helps the student understand how to make a great thesis statement; dos and don'ts.</p> <p>https://tinyurl.com/654kc5vk</p> <p>YouTube video- The Writing Process - YouTube</p> <p>Six Creative Ways To Brainstorm Ideas - YouTube</p> <p>1. Draft- write a rough copy of your ideas for specific topic. Remember to include your ideas from the brainstorm and use the paragraph structure.</p> <p>YouTube video-</p> <p>Writing a Rough Draft - YouTube</p> <p>The student will match the 4 concepts about the RADaR strategy with its description.</p>

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			<p>The student will feel encouraged to improve their writing skills.</p>	<p>2. Revising- Use the RADaR strategy for this step: The Revision RADaR strategy is a tool that can help you conduct a focused revision of your work.</p> <p>Replace – What words could I replace? Add – What words could I add? Delete – What words might I delete? AND Reorder – Should I reorder anything?</p> <p>Source Webinar_Handout_RevisionRadarStrategy_030916.pdf (floridaipdae.org) radar.pdf (weebly.com)</p> <p>3. Editing- Peer editing using a checklist.</p> <p>Handout- Proofreading Marks: Ten-Minute Grammar Unit #1 by Arik Durfee TpT (teacherspayteachers.com)</p> <p>Digital version- Editing Checklist.pdf (readwritethink.org)</p> <p>Printable version- Peer and Self Editing Checklist by Ms Classy Teachers Pay Teachers</p> <p>YouTube video - Peer Editing - YouTube</p>

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<p>Expectation:</p> <p>7.W.6</p> <p>Conduct short research projects to write a report that uses several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>The student will complete a concept map to identify the ways in which editing can be done.</p> <p>The student will mention the different ways to publish their written work.</p> <p>Student will determine which information is valid or not through the research process.</p>	<p>The student will share their draft with a classmate so they can do the peer editing.</p> <p>The student will use WORD to publish their written work.</p> <p>Student will make enquiries about a specific topic.</p>	<p>The student will be courteous and sensitive while giving feedback to each other</p> <p>The student will appreciate their classmates' effort while sharing their written work.</p> <p>Student will be thoughtful about the different point of views.</p>	<p>1. Publishing- Re-write your work without mistakes; you can use Microsoft Word for this step.</p> <ol style="list-style-type: none"> 1. Use the Internet to search valid information about a topic. 2. Use the sources in the school library or any public library in their neighborhood. 3. Make interviews. 4. Watch documentaries. 5. Read articles from the newspaper or magazines

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<p>Expectation:</p> <p>7.LA.1</p> <p>Demonstrate command of the conventions of English grammar.</p>	<p>The student will identify the different conventions of English grammar.</p>	<p>The student will be able to write and read sentences with correct capitalization, punctuation, sense, and pronunciation.</p>	<p>The student will value their classmates' opinion so they can collaborate in a positive environment.</p>	<p>1. Spaced practice (learning strategy)- On a sentence strip write any type of sentence. Then, cut each word, include uppercase and punctuation. Mix them together and let the student arrange it correctly.</p> <p>Extension activity- Select a paragraph about a specific topic. Separate the sentences. Make the student arrange the paragraph correctly.</p> <p>2. Kinesthetic Activity- Play Simon Says</p> <p>3. Time-pair-share (learning strategy) After reviewing the types of sentences, arrange students in small groups. Ask them to write a proper sentence using correct word order, capitalization, and punctuation. Each group should show (share) their sentences so everyone can see their work.</p>

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<p>Expectation: 7.LA.1a</p> <p>Explain the function of phrases and clauses and apply correctly.</p>	<p>The student will compare and contrast: phrase and clause.</p>	<p>The students will be able to correctly identify a phrase or a clause and explain their answers.</p>	<p>The students will encourage each other to participate and help build up their answers.</p>	<ol style="list-style-type: none"> Venn Diagram- Students will use this graphic organizer to place the different characteristics of both concepts (phrase and clause) correctly. Practice exercises- Clauses and Phrases Worksheets, Activities, & Information Ereading Worksheets This site provides short explanation and several worksheets (key answer) Bell ringers - Phrase or Clause? Five Days of Bell Work Freebie by Keeping It Classy (teacherspayteachers.com)
<p>Expectation: 7.LA.1b</p> <p>Choose among simple, compound, complex, and compound-complex sentences when speaking and writing.</p>	<p>Students will match the concept with its description to prove comprehension.</p>	<p>Students will practice orally and in writing the correct use of simple, compound, complex sentences.</p>	<p>Students will show politeness and respect while participating in a group activity.</p>	<ol style="list-style-type: none"> Flipgrid- Virtual discussion (orally and in writing) More information how to use Flipgrid https://www.youtube.com/watch?v=WMqIEnmVA-8 Debate- Select a topic that has at least 2 good opposite arguments. Then, develop open and close ended questions in each argument so students have to develop simple and compound sentences to defend their argument (against and in favor)

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<p>Expectation: 7.LA.2a</p> <p>Use punctuation to separate a series of adjectives (e.g., It was a fascinating, enjoyable movie.)</p>	<p>Using their own words, the student will define and provide examples of adjectives.</p>	<p>While participating in a group activity, the student will prove mastery in the correct use of the adjective and punctuation in a sentence.</p>	<p>The students will show courteousness and respect while participating in a group activity.</p>	<p>1. Group work activity: The teacher distributes flash cards with adjectives to half of the group. The other half has flash cards and markers to add punctuation (when needed) while completing a sentence. How to play: the teacher writes a sentence on the board that the students need to fill in the blanks with the appropriate adjective. After the sentence is completed, the other half of the class adds the punctuation marks needed in the sentence.</p>
<p>Expectation: 7.LA.2b</p> <p>Spell correctly</p>	<p>The student will be able to sound out and name each letter of the alphabet correctly.</p>	<p>The student will show mastery in spelling out words correctly.</p>	<p>The student will encourage all classmates to participate in all the activities.</p>	<p>2. Practice exercises- Commas and Coordinating Adjectives Worksheets (englishworksheetsland.com) This site provides explanation, practice exercises and answer key.</p> <p>1. Spelling bee- practice and contest</p> <p>2. Dictionary contest More information on how to use a dictionary https://www.youtube.com/watch?v=EJOxoZ9GCig</p> <p>3. Independent activity- Listen to a short passage read by the teacher. Write all the words that you can recognize.</p> <p>4. Technology integration- Herramientas de aprendizaje y fichas educativas gratuitas Quizzlet</p>

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<p>Expectation: 7.LA.3a</p> <p>Choose language that expresses ideas clearly, recognizing subject-verb agreement and eliminating wordiness and redundancy.</p> <p>Expectation: 7.LA.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriate reading and content, choosing flexibly from a variety of strategies.</p>	<p>Through discussion the student will identify the characteristics of the subject-verb agreement in several examples.</p> <p>The student will make a list of the importance of building up vocabulary.</p>	<p>The student will write sentences as part of a dialogue that possess subject-verb agreement.</p> <p>The student will identify the meaning of a words based on the context of a sentence.</p>	<p>The student will promote the correct use of words in a sentence.</p> <p>The student will understand the importance of communicate effectively.</p>	<ol style="list-style-type: none"> 1. Comic strip- students will choose a topic and create a dialogue between characters that include vocabulary words assigned by the teacher. <ul style="list-style-type: none"> Extension activity- students can use synonyms to avoid repetition. Technology integration- Create Comics Online Comix Maker Comic Strips Comic Generator (makebeliefscomix.com) 2. Practice exercises- Subject and Verb Agreement Exercise // Purdue Writing Lab <ol style="list-style-type: none"> 1. Context Clues Worksheets Ereading Worksheets 2. Technology integration- Vocabulary.com - Learn Words - English Dictionary

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<p>Expectation: 7.LA.4c</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesaurus), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>The student will use resource material to acquire and learn new words and their meanings.</p> <p>The student will use resource materials to acquire and learn new words and their meanings.</p>	<p>The student will use hands-on and technological activities to improve their dictionary skills.</p> <p>The student will use hands-on and technological activities to improve the use of the thesaurus.</p>	<p>The student will show respect while working with a classmate.</p> <p>The student will show respect while working with classmates.</p>	<ol style="list-style-type: none"> 1. Parts of Speech Quiz Grammar EnglishClub 2. Flip chart- Create a flip chart where students can add several columns using parts of speech. Then, exchange them with a classmate. Create sentences using the flip chart. 3. Flocabulary- web page Educational Hip-Hop Songs & Videos for All Subjects, K-12 (flocabulary.com) 4. Dictionary competition- Group activity 5. Dictionary game- Dictionary Skills Worksheets Definitions (k12reader.com) This activity can be adapted; just cut out words and let students pick and use the dictionary to find the meaning of words. <ol style="list-style-type: none"> 1. Students will read excerpt containing a certain number of words, which are underlined. A thesaurus should be use to find a synonym and replace the word. 2. Students will check that the word in the same way and that the sentence still makes sense. 3. Online thesaurus https://www.merriam-webster.com/thesaurus

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GRADE: 7th

Standard: Listening	Conceptual competences What should I know?	Procedural competences What should you do?	Attitudinal skills -Knowing to be -Know how to act -What attitudes and values should the students model?	Resources Bank -Reinforcement of skills for the home (Activities)
<p>Expectation: 7.L.1</p> <p>Listen and collaborate with peers during social and academic interactions in class, group, and partner discussions in read aloud, oral presentations, and a variety of grade-appropriate topics.</p>	<p>Student will develop their listening skills by being attentive to details.</p>	<p>After listening to a read aloud student will answer questions, accurately.</p>	<p>Student will show empathy towards students that are struggling with the listening skill.</p>	<p>1. Read aloud- Internet sites Storyline Online - Home Kenn Nesbitt's Poetry4kids.com – Funny poems for children Aesops Fables - Short Kid Stories</p> <p>2. Padlet- Interactive App Students can join this App and record their opinions or thoughts about a topic. They can share information; everyone can participate.</p> <p>*The teacher can record a story or prompt and students can reply recording their voice.</p>

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<p>Expectation: 7.L.1</p> <p>Listen and collaborate with peers during social and academic interactions in class, group, and partner discussions in read aloud, oral presentations, and a variety of grade-appropriate topics.</p>	<p>Student will listen and react to an oral presentation</p>	<p>After listening to a classmate oral presentation, the student will ask questions related to the topic presented.</p>	<p>Students will ask questions respectfully.</p>	<ol style="list-style-type: none"> 1. Students will select a topic and prepare an oral presentation using technological aid to enhance their presentation. 2. Students can present a family stories, using a rubric the family members can react to the presentation Rubric for Family Story https://tinyurl.com/474hvx44
<p>Expectation: 7.L.1a</p> <p>Ask relevant questions, add relevant information, and paraphrase key ideas.</p>	<p>Student will discuss the advantages of questionnaires to get information.</p>	<p>Student will create different kinds of questionnaires depending of the purpose.</p>	<p>Student will ask questions respectfully.</p>	<ol style="list-style-type: none"> 1. Create questionnaires <ol style="list-style-type: none"> a. for interview among students or to obtain information (as research). b. for oral presentations. c. after listening to a read aloud to promote discussion or interactions.

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<p>Expectation: 7.L.1a Ask relevant questions, add relevant information, and paraphrase key ideas.</p> <p>Expectation: 7.L.1b Follow turn-taking and show consideration by concurring with others in discussions.</p>	<p>The student will paraphrase key ideas during an oral presentation.</p> <p>Student will show the ability of waiting their turn to speak during a group discussion.</p>	<p>After an oral presentation the student will paraphrase key ideas.</p> <p>After listening a story or situation, the student will express their opinion or experiences about the topic.</p>	<p>Student will be attentive while their classmates speak out and ask.</p> <p>Student will be attentive while their classmates speak out.</p>	<ol style="list-style-type: none"> 1. In an oral presentation the student analyzes and expresses his/her opinion. 2. The students should ask the presenter “how” and “why” questions promoting higher thinking skills. 3. Internet source: Oral Presentation Rubric 30700_rubric.pdf (readwritethink.org). <p>1. Panel forum- This activity can be done virtually or in the classroom (its adaptable).</p> <p>2. Podcast- The Moth The Art and Craft of Storytelling In this site you can identify info appropriate to address a specific topic. After listening to the podcast students can make a discussion about it.</p>

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<p>Expectation: 7.R.1</p> <p>Read a variety of texts and multimedia resources (when accessible) to explain ideas, facts, events, cultural identity, genre and processes, supplying textual evidence and connections/relationships to support analysis and conclusions.</p>	<p>The student will understand the meaning of make connections, analyze and draw conclusion while reading a passage.</p>	<p>After reading a passage or story the student will use a variety of resources to make connections, analyze and draw conclusion from the readings assigned.</p>	<p>The student will share experiences, points of view and their perspective respectfully about the themes presented on the readings.</p>	<ol style="list-style-type: none"> 1. Reading Passage (analyze) informational-reading-comprehension-baobab-tree-of-life.pdf (education.com) Coyote 7th Grade Reading Comprehension Worksheet (k12reader.com) 2. Making connections (info and worksheets) file_1826791.pdf (education.com) file_1826849.pdf (education.com) file_1823147.pdf (education.com) 3. After reading, use the following chart to draw conclusions: [FREE] Drawing Conclusions Graphic Organizer by Lindsay Flood TpT (teacherspayteachers.com)
<p>Expectation 7.R.2L</p> <p>Determine a theme or main idea of a literary text and how it is conveyed through details.</p>	<p>The student will be able to define in their own words the definition of main idea using prior knowledge.</p>	<p>After reading a passage or story the student will identify the main idea and supporting details.</p>	<p>The student will gain confidence in their reading skills.</p>	<ol style="list-style-type: none"> 1. Practice exercises (main idea) 3rd or 4th Grade Main Idea Worksheets about the Book, Anne of Green Gables (k12reader.com) Middle School Main Idea Worksheet about 20,000 Leagues Under The Sea (k12reader.com) 2. Main idea graphic organizer Main Idea Graphic Organizer Including Supporting Details (k12reader.com)

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<p>Expectation 7.R.2La</p> <p>Provide a summary of the text distinct from personal opinions or judgments.</p>	<p>The student will identify the characteristics of a good summary, using prior knowledge.</p>	<p>After reading a short story or a memoir, the student will write a summary using the templates provided.</p>	<p>The student will be able to write a summary of the text without being biased.</p>	<ol style="list-style-type: none"> 1. Book report summary (can be adapted) 2. Tips to write a good summary (template and example included) how-to-write-a-summary.pdf (keystoliteracy.com) 3. The Attack on Pearl Harbor 7th Grade Reading Comprehension Worksheet (k12reader.com)
<p>Expectation 7.R.2I</p> <p>Determine a main idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>The student will re-phrase the meaning of main idea and summarizing using their own words.</p>	<p>After reading a nonfiction passage, the student will be able to summarize it correctly.</p>	<p>While developing a summary of a passage, the student will listen to each other and decide which details to include.</p>	<ol style="list-style-type: none"> 1. Working in pairs- Write your definition of main idea and summarizing on an index card and share and discuss it with a classmate. 2. FREE Summarizing Informational Text - Google Classroom Distance Learning (teacherspayteachers.com) 3. The keys to unlocking a nonfiction summary (46) Pinterest 4. Resources from a textbook Summarizing Informational Texts (schoolinsites.com) 5. Small Group work- After reading the informational text retell it using your own words. Add the main idea and relevant details in your summary.

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<p>Expectation 7.R.4I Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.</p>	<p>The student will learn new words from the text.</p>	<p>The student will apply different strategies to understand the meaning of unfamiliar words.</p>	<p>The student will be courteous and open minded about the possibility of making mistakes while learning new meanings from words in context.</p>	<ol style="list-style-type: none"> 1. Vocabulary in context practice exercises- Earthquakes 7th Grade Reading Comprehension Worksheet (k12reader.com) Grand Canyon 7th Grade Reading Comprehension Worksheet (k12reader.com) 2. 4-square vocabulary graphic organizer- FREE! Sheltered Instruction 4-Square Vocabulary Templates TpT (teacherspayteachers.com) 3. Frayer model (graphic organizer)- Graphic Organizer Template: Frayer Model — Synonyms and Antonyms Worksheet Education.com
<p>Expectation: 7.R.5L Analyze how a particular sentence, chapter, scene, or poem fit into the overall structure of a literary text and contributes to the development of the theme, setting, plot, and elements of poetry.</p>	<p>The student will compare the structure of different literary text. (books, plays, poems)</p>	<p>After reading a short passage or poem, the student will use several worksheets to re-enforce analyzing skills in terms of structure of different literary text.</p>	<p>The student will adopt a positive attitude towards reading and analyzing literary text.</p>	<ol style="list-style-type: none"> 1. Compare/ contrast Matrix (graphic organizer) Graphic Organizers - Compare and Contrast (writedesignonline.com) 2. Carousel strategy cooperative learning (after any reading)- Stations will have questions related to different aspects to analyze the reading and provoke group discussion. 3. Build a book puzzle- Build a Book Puzzle (englishworksheetsland.com) 4. Plot- Chapter Analysis: PLOT (englishworksheetsland.com)

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<p>Expectation: 7.R.5I Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the setting and ideas.</p>	<p>The student will recall the characteristics and implications of informational text.</p>	<p>The student will re-in force the importance of the structure in informational text.</p>	<p>The student will encourage their classmates to develop their reading skills and comprehension.</p>	<p>5. Setting- Chapter Analysis: Setting (englishworksheetsland.com)</p> <p>6. Theme- Chapter Analysis: THEME (englishworksheetsland.com)</p> <p>7. Elements of poetry- Elements: Poetry (coloradomesa.edu)</p> <p>1. Supplementary Reading- How to Analyze Setting in Literature (penandthepad.com)</p> <p>How to Create a Vivid Setting for Your Story - 2021 - MasterClass</p>

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<p>Expectation: 7.R.6I Determine an author's point of view or purpose in an informational text and explain how it is conveyed.</p>	<p>The student will define and identify all the features related to the purpose and the author's point of view in the reading.</p>	<p>The student will analyze f /the author's point of view and purpose after reading the informational text.</p>	<p>The student will show respect to their classmates' ideas and thoughts.</p>	<ol style="list-style-type: none"> 1. Think-pair-share – After any reading students can gather to analyze the author's purpose and its point of view. After a few minutes they share their ideas and explain how they got to that conclusion based on the text. 2. Reading Resources- Point of View in 2021: Guide to 1st Person, 2nd Person, 3rd Person POV (thewritepractice.com) RI.3.6 standard 3 grade ELA Infographics Lumos Learning Author's Purpose Ereading Worksheets 3. Practice exercises- Exploring Author's Purpose and Point of View Lesson plan Education.com Graphic Organizer: Author's Point of View Worksheet Education.com

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<p>Expectations: 7.R.7L</p> <p>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or play of a literary text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch using English subtitles.</p>	<p>The student will use a Venn Diagram to compare and contrast comprehension while reading or watching a documentary.</p>	<p>The student will compare and contrast two different ways of acquiring the second language; reading or watching a video or movie.</p>	<p>The student will promote the exchange of their opinions, ideas or suggestions.</p>	<p>1. Venn Diagram (graphic organizer) Students will identify the aspects of how they acquire the language while reading in contrast of how it is learned while watching a movie or documentary. How listening and being able to use visual aids can improve understanding.</p>
<p>Expectation: 7.R.7I</p> <p>Integrate information presented in different media or formats (e.g., visually, data) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>The student will mention different kinds technological formats in education.</p>	<p>The student will learn how to use several technological tools to improve their reading skills.</p>	<p>The student will show appreciation of the technological advantages that are available for educational purposes.</p>	<p>1. Use visual aids to improve the 2nd language acquisition- Crea increíbles diseños en equipo totalmente gratis (canva.com) Kahoot! Learning games Make learning awesome! Herramientas de aprendizaje y fichas educativas gratuitas Quizlet</p>

Standard: Reading	Conceptual competences What should I know?	Procedural competences What should you do?	Attitudinal skills -Knowing to be -Know how to act -What attitudes and values should the students model?	Resources Bank -Reinforcement of skills for the home (Activities)
<p>Expectation: 7.R.9L</p> <p>Compare and contrast literary texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topic.</p>	<p>The student will review the different forms of literary genre.</p>	<p>The student will identify the differences and similarities among them.</p>	<p>The student will reflect upon the information acquire.</p>	<ol style="list-style-type: none"> 1. COMPARISON AND CONTRAST OF LITERARY GENRES/CONVENTIONS OF FICTION, DRAMA, AND POETRY - YouTube 2. After watching the video students will make a chart to include the characteristics of each literary genre. 3. Then, compare and contrast them.

ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM

GRADE: 7th

Standard: Speaking	Conceptual competences What should I know?	Procedural competences What should you do?	Attitudinal skills -Knowing to be -Know how to act -What attitudes and values should the students model?	Resources Bank -Reinforcement of skills for the home (Activities)
<p>Expectation: 7.S.1</p> <p>Contribute to class, group, and partner discussions by following turn-taking, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas from read texts or presentations / discussions / performances.</p>	<p>The student will understand the importance of communication as a means acquiring knowledge.</p>	<p>The student will engage in the speaking activities to improve communication skills.</p>	<p>The student will be polite with each other while participating in these activities.</p>	<ol style="list-style-type: none"> 1. Random name picker wheel- Random Name Picker (classtools.net) <p>This tool can also be created by the teacher and be placed in the classroom. This tool promotes participation and promotes readiness from the students.</p> 2. Interviews- work in pairs Select any topic. Ask the students to create a questionnaire. Students will choose a classmate to make an interview to and present it to the class. 3. Debate teams- Divide the group depending of the opposing stands from the topic. Students bring their points of view openly to the discussing forum. 4. Agree-Disagree line-ups The teacher makes a statement. All in favor will gather together as well as the opposing team. Every student will participate stating facts, opinions, or experiences.

Standard: Speaking	Conceptual competences What should I know?	Procedural competences What should you do?	Attitudinal skills -Knowing to be -Know how to act -What attitudes and values should the students model?	Resources Bank -Reinforcement of skills for the home (Activities)
<p>Expectation: 7.S.1</p> <p>Contribute to class, group, and partner discussions by following turn-taking, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas from read texts or presentations/discussions/performance</p>	<p>The student will practice asking probing relevant questions to expand discussions.</p>	<p>The student will engage in conversations in the second language using key vocabulary and phrases from selected topics.</p>	<p>The student will promote a positive attitude while practicing a second language.</p>	<ol style="list-style-type: none"> 1. Students should review the following phrases: <ul style="list-style-type: none"> • In my opinion • Can you explain that again? • I think/ believe... • How did you come to that opinion? • What is your opinion on? • I strongly believe... 2. Students select a topic (family, pet, music, food, or careers, future goals, current events, etc.). The student prepares an outline of the topic selected and interact with other students about the topic. 3. Students at home can continue practicing the topic selected or select another topic and through M TEAMS or other medias so they can interact with their classmate. 4. Internet resource: Phrases for expressing an opinion - YouTube

Standard: Speaking	Conceptual competences What should I know?	Procedural competences What should you do?	Attitudinal skills -Knowing to be -Know how to act -What attitudes and values should the students model?	Resources Bank -Reinforcement of skills for the home (Activities)
<p>Expectation: 7.S.2</p> <p>Respond orally to closed and open-ended questions.</p>	<p>The student will respond orally to closed and opened questions</p>	<p>After presenting the student will respond orally to open ended questions.</p>	<p>The student will promote a positive attitude while practicing a second language.</p>	<ol style="list-style-type: none"> 1. Students will select a quotation. Then they will read and answer open ended questions provided by the teacher. 2. Open ended questions starters: What do you think...? Why is? How do you feel ...? How did you decide...? 3. Students will write their answers and practice them orally at home. 4. Internet resource: https://www.positivityblog.com/quotes-on-education/