



PUERTO RICO GOVERNMENT
DEPARTMENT OF EDUCATION
ENGLISH PROGRAM

ENGLISH PROGRAM ESSENTIAL COMPETENCIES



2021-2022

ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM

GRADE: 9th

Standard: Language	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: 9.LA.1a Use parallel structure using conjunctions (e.g., "and" and "or") to show that two or more ideas have the same level of importance (e.g., He likes to jog, swim and hike.)</p>	<p>The student will understand the function of conjunctions.</p>	<p>The student will place conjunctions properly in sentences.</p>	<p>The student will take turns to participate in all activities.</p>	<p>1. FANBOYS- review https://youtu.be/-catJZm_2TI</p> <p>2. Rock, scissor, paper Conjunctions activity- Write several sentences that use this grammar concept. Example: I like steak but I do not like chicken. Then, cut the papers into strips, separating the first part of the sentence with the conjunction from the second. Make enough so that each student can participate. Then, they have to go around the class talking to their classmates to find their match.</p>

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<p>Expectation: 9.LA.1b Use various types of phrases: noun, verb, infinitive, adjectival, adverbial, participial, and prepositional. Use various types of clauses: independent, dependent; noun, relative, adverbial</p>	<p>The student will use various types of phrases</p>	<p>The student will create sentences and identify the purpose of each word in it using a flap book that has all the definitions of each part of speech.</p>	<p>The student will collaborate to complete a task</p>	<p>1. Paperclip clauses and conjunctions! – activity Write sentences on a piece of paper. Cut out all the words separately and add a paperclip to both sides of the paper. In small groups, students will collaborate to classify each word in the parts of speech; example: all nouns together. Notice that a word can have more than one purpose depending on the sentence. Students will create sentences using one word from each group. Extension activity- After discussing the sentences with the rest of the group, students will write all the words and will color code each one according to its purpose in the sentence. Example: nouns- green</p> <p>Source: 20 Classroom Grammar Activities More Lightbulb Moments (teachstarter.com) This site also has information, examples, videos and worksheets.</p>

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Expectation: 9.LA.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling	The student will use correctly capitalization, punctuation and spelling.	Using their own words, the students will proofread a passage.	The student will show responsibility by completing their work.	<ol style="list-style-type: none"> 1. Independent work- The teacher will adjust passages from previous reading and change capital letter to lower case, eliminate punctuation or an incorrect mark and misspelled words. Students will proofread the passages. 2. Practice work- Proofreading and Editing Worksheets (easyteacherworksheets.com) Editing and Proofing Worksheets Writing Activities (k12reader.com)

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Expectation: 9.LA.2a Use advanced punctuation marks.	The student will name and explain the use of advanced punctuation marks (apostrophe, colon, semi-colon, parentheses, ellipses, hyphen, dash, and slash)	The student will use advance punctuation correctly in a sentence.	The student will show a high level of commitment with their learning process.	<ol style="list-style-type: none"> 1. Review- PUNCTUATION 📖 English Grammar How to use punctuation correctly - YouTube 2. Reading Resource- Elftmann_Advanced_Punctuation.pdf (dunwoody.edu) 3. Practice exercise- Quotation Marks Worksheets (easyteacherworksheets.com)

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Expectations: 9.LA.2b Spell correctly	The student will be able to recognize each letter from the alphabet.	The student will spell words correctly while engaging in different activities.	The student will follow spelling the rules for each activity planned.	<ol style="list-style-type: none"> 1. Create rhymes and raps using spelling- Part of teaching students new spelling words is to engage them beyond the classroom. Using rhymes and raps to help students better understand the words that they're trying to learn is a fun way to achieve this. Fun rhymes that incorporate spelling can stick in the mind like catchy tunes that you hear on the radio. 2. Word head game- It can be played using spelling words. Students have to figure out which word they are by asking a bunch of questions with yes/no answers like: <ul style="list-style-type: none"> -Am I a verb? -Do I start with a vowel? -Am I an animal? Once they guess the word, they have to spell it aloud. Word heads is fun because students play together to uncover their own solutions, encouraging collaboration and out of the box thinking.

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Expectations: 9.LA.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.	The student will use verbs in the active and passive voice.	Through practice, the student will show mastery of the correct use of the verb in the active and passive voice and the impact that it has in a sentence.	The student will help each other to complete the task.	<ol style="list-style-type: none"> 1. Reading resources- Active vs. Passive Voice: What's the Difference? Grammarly 2. Interactive practice- Practice Activities: Active and Passive Voice Guide to Writing (lumenlearning.com) 3. Worksheets- Active and Passive Verbs Worksheets (englishworksheetsland.com) 4. Group activity- The teacher prepares 2 set of sentences that have the verb in the active or passive voice. The group will be divided in half. One student from each group will have a chance to change the sentence correctly on the board. The teacher can keep score for a friendly competition.

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<p>Expectation: 9.LA.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and content, choosing flexibly from a variety of strategies.</p>	<p>The student will clarify the meaning of unknown and multiple-meaning words</p>	<p>The student will be able to establish the meaning of unknown words to build up vocabulary using semantic maps.</p>	<p>The student will encourage others to participate actively in all the activities.</p>	<p>1. Semantic maps- The teacher chooses a word and displays it for the class on the whiteboard. Students read the word and then think of words that come to mind when they see that word (this activates prior knowledge). Once the list is completed categorize all the words.</p> <p>This can be done as a whole class or in small groups. Students will create a “map” using a graphic organizer and discuss it. As students read through the text, they can add related words to the map.</p> <p>Source: 21 Ideas for Teaching Vocabulary in the Classroom (giftedguru.com)</p> <p>2. Graphic organizer-</p> <p>Semantic Map Freebie for Vocabulary Connections TpT (teacherspayteachers.com)</p>

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Expectation: 9.LA.4a Use context to help determine meaning.	The student will use context to help determine meaning.	The student will analyze the readings to identify the meaning of words and make a list of the benefits of having a vast word bank.	The student will adopt a positive attitude towards the learning process.	1. Vocabulary in context- Use a passage from a story that includes a difficult or unknown word. Make students re-read the passage and discuss the context of the reading to determine the meaning. 2. Worksheets- Context Clues Worksheets Reading Comprehension Activities (k12reader.com) 3. Frayer Model template -Frayer Model Template.pdf (lexrich5.org)
Expectation: 9.LA.4c 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, its part of speech, or its origin.	The student will make a list of the technological tools they know that can help with pronunciation.	While using these Apps, the student learns unknown words by playing.	The student encourage other to work independently.	1. Technology integration- -Quizlet -Vocabulary.com -Kahoot Students can use these Apps to practice the concept, pronunciation and learn the meaning.

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<p>Expectation: 9.L.1</p> <p>Listen, support discussions, and interact with peers during read-aloud (of fictional and informational text); oral presentation/performances; of class, group, and partner discussions on a variety of grade-appropriate academic and social topics.</p>	<p>The student will engage in meaningful and funny conversation with peers, prompt by the teacher.</p>	<p>The student will participate actively in all the activities where students talk about different topics.</p>	<p>The student will be respectful about other students' thoughts and ideas.</p>	<p>1. Voice blogging-</p> <p>Using a free website (such as VoiceThread Conversations in the cloud (voicethread.com)) have students record voice journals about their week.</p> <p>Encourage students with semi-personal topics or hypothetical questions to prompt speaking.</p> <p>This works just like a blog but with students voices rather than writing. This can also be accomplished using a phone or any technological device that allows recording.</p> <p>Source: Do You Hear What I Hear?: 8 Activities to Improve Listening Skills (busyteacher.org)</p> <p>Other App that allows recording your voice:</p> <ul style="list-style-type: none"> - Padlet - Flipgrid

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<p>Expectation: 9.L.1a</p> <p>Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that build the discussion and keep the conversation on topic</p>	<p>The student will make a list of the benefits of listening.</p>	<p>The student will practice the art of listening before answering a question.</p>	<p>The student will have a positive attitude toward the listening process.</p>	<p>1. Interviews- https://youtu.be/G70rR2vG5wY</p> <p>Four Tips for an Effective Interview: A StoryCorps Education Tool Reading resource: Lesson: Tips for Effective Interviews – StoryCorps</p> <p>2. Read aloud- Stories, novels, poems, plays. After each reading make a discussion about it.</p>

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<p>Expectation: 9.L.1b</p> <p>Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with moderate support.</p>	<p>The student will define the characteristics of a good debate.</p>	<p>The student will share opposite opinions or facts while debating a specific topic.</p>	<p>The student will follow essential rules of courtesy while participating in a debate.</p>	<p>1. Debates- Select a captivating topic. Arrange two opposite sides to promote discussion. Ask the students to share their point of views about the topic based on their position.</p> <p>*Both groups need to meet before the debate so they can prepare their claims.</p>
<p>Expectation: 9.L.1c Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.</p>	<p>The student will listen to different kinds of poems.</p>	<p>After listening to a poem, the student will identify figurative language and share their findings with their classmates.</p>	<p>The student will enjoy poetry.</p>	<p>1. Read aloud- poetry Poetry Foundation Select a poem.</p> <p>Listen to the poem. Identify the different figurative language presented I the poem.</p> <p>Share your answers with your classmates.</p> <p>How does the poem make you feel?</p> <p>Express emotions.</p>

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<p>Expectation:</p> <p>9.R.1 Use in-depth critical reading of a variety of texts, presented in various print and multimedia formats to explain ideas, phenomena, processes, cultural identity, genre, and relationships within and across texts, using increasingly detailed sentences, and an increasing variety of general academic and content-specific words.</p>	<p>The student will understand the meaning of critical reading as a concept and the strategies involved in the process.</p>	<p>The student will integrate some of the strategies provided to explain the ideas, process, genre depending on the level of complexity of the reading.</p>	<p>The student will show appreciation of all the efforts made to accomplish excellency in the reading process.</p>	<p>1. Define and understand the concept- “Critical reading is a complex reading technique that involves discovering and taking apart an author’s meaning, evaluating the author’s meaning based on established standards, and incorporating the meaning into the ideas you already know.” Janet Nay Zadina, et al., College Reading: The Science and Strategies of Expert Readers (Boston: Cengage Learning, 2014), 8</p> <p>2. Apply these strategies to accomplish the expectation- Strategies for active reading: -Concentration 1. Learning Environment- create a quiet and clean space for reading. 2. Schedule- create a specific, daily reading plan. 3. Reflection- how can you minimize your internal and external distractors? 4. Preparation- identify ways in which the reading is relevant.</p>

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				<p>-Habits</p> <ol style="list-style-type: none"> 1. Skimming- preview the text to estimate the time it will take to complete the reading. 2. Rereading- reread difficult sentences for comprehension. 3. Vocabulary- Build your vocabulary by using a dictionary and flash cards for new words. 4. Subvocalizing- read the text out loud. 5. Pacing- Place your fingers or a bookmark under the line of the text. 6. Textbook Marking- Underline, highlight and annotate to identify key ideas. 7. Review- review the text to reinforce key ideas and the “big” picture. <p>Source- <u>handout9-critical-reading.pdf(uidaho.edu)</u></p>

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<p>Expectation:</p> <p>9.R.1 . Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.</p>	<p>The student will review the characteristics facts vs. opinions</p>	<p>The student will analyze a news article and editorial to identify facts and opinions from the readings using a Venn Diagram graphic organizer.</p>	<p>The student will show enthusiasm reading informational text as a means of acquiring knowledge.</p>	<p>1. Analyze News Stories vs. Editorials- Have students actively pick out the opinions and facts from and editorial they find themselves. Students share their findings with the class, and then follow up with a news story about the same topic after doing the same type of analysis. Have them compare what they found in each article.</p> <p>Extension activity- The teacher can also find a digital news story and engage the entire class with the same article.</p> <p>*Students should have a routine where they find a news story and analyze it at least once a week for the semester. After a semester of doing that, they will have embedded that learning.</p> <p>Source- Teaching Fact Versus Opinion: Activities & Tips Houghton Mifflin Harcourt (hmhco.com)</p> <p>2. Worksheets- Fact and Opinion Worksheets (teach-nology.com)</p>

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<p>Expectation:</p> <p>9.R.1a Make inferences and draw conclusions from text to support analysis.</p>	<p>The student will make inferences and draw conclusions from text to support analysis.</p>	<p>After a reading, the student will use a graphic organizer to establish the difference between making an inference and drawing a conclusion.</p>	<p>The student show respect toward their classmates' ideas and thoughts.</p>	<ol style="list-style-type: none"> 1. Making Inference using a Bubble map- During or after a reading, students can make inferences or draw conclusions about it. Use the following graphic organizer: (46) Pinterest 2. Reading Resource- How to Teach Making Inferences and Draw Conclusions Comprehension Connection 3. Anchor chart and template- Teaching Inferences and Conclusions by Comprehension Connection TpT (teacherspayteachers.com)

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<p>Expectation:</p> <p>9.R.2I Determine a main idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide a summary of the text .</p>	<p>The student will use their words to define the concepts of main idea and summary; explain how those concepts are connected.</p>	<p>After a reading, the student will use a strategy to master the identification of the main idea and supporting details from the reading text.</p>	<p>The student will develop a positive attitude towards reading.</p>	<p>1. Main Idea Brick Build- Use complex interlocking bricks like LEGOs to help older students show how details build up to a main idea. Using Washi tape and markers, students will need to write detail words on individual bricks and build some type of structure that shows how the details relate to the main idea, which also needs to be taped onto bricks.</p> <p>Extension activity- After finding the main idea and identifying details to support the main idea students can use the info to create a summary of the reading.</p> <p>Source: Fun Activities for Teaching Main Ideas and Details LoveToKnow</p>

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<p>Expectation:</p> <p>9.R.2L Determine a theme or main idea of a literary text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide a summary of the text.</p>	<p>The student will determine the main idea of a literary text and analyze its development over the course of the text</p>	<p>After a reading selection, the student will complete a match exercise to connect the meaning of the concepts stated in the expectation with its description (theme, main idea, characters, setting and plot)</p>	<p>The student will encourage others to participate actively in class.</p>	<p>1. Does it belong- group activity</p> <p>After reading a story, the teacher will provide a set of statements. Students will determine which are related to the story and which ones don't belong. It can be a thumbs up or down; like a group discussion. Or gathering in small groups to collaborate to complete the task. With the help of those statements students will identify the main idea and details like: characters, setting, and plot.</p> <p>Source: 10 GREAT Activities to Teach Main Idea and Details Education to the Core</p>

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<p>Expectation: 9.R.31 Analyze the connections among the distinctions between individuals, ideas, or events. Connect cause and effect relationships.</p>	<p>The student will connect cause and effect relationships</p>	<p>The student will be able to identify the cause and the effects presented in a reading using a T-chart to identify the characteristic of cause and effect as separate concepts.</p>	<p>The student will help each other complete a task.</p>	<p>1. Anchor charts- The charts can be very useful in the learning process because we can make reference to the meaning of the concepts as many times needed during the class.</p> <p>2. Cause and effect matching game- Ahead of time, write causes on sentence strips and matching effects on the other strip to each student with either a cause or an effect. When you say go, have the students walk around until they find a match.</p> <p>Higher level of difficulty- Add several effects for each cause.</p> <p>Source: 18 Cause-and-Effect Lesson Plans You'll Love - We Are Teachers</p>

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<p>Expectation: 9.R.4L Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts</p>	<p>The student will match the types of figurative language with its description.</p>	<p>After the reading, the student will identify the examples of figurative language,</p>	<p>The student will consider choosing closely the words they use while talking or writing.</p>	<p>1. Reading Resource- Figurative Language - Definition, Types, and Examples (corporatefinanceinstitute.com)</p> <p>2. Examine Close Reading Passages- Students will need to consciously slow down to properly identify each of the devices weaved into the text, which can be a tricky skill to master. Try making this a competition to see which group can find all of the figurative language first.</p> <p>Extension activity- Once the identification part is completed, students will classify into the categories of figurative language.</p>

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<p>Expectation:</p> <p>9.R.9L Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.</p>	<p>The student will understand the characteristics of modern work of fiction.</p>	<p>After reading a traditional story, the student will identify similarities with a modern one.</p>	<p>The student will promote reading for fun.</p>	<p>1. YouTube Resource- explanation https://youtu.be/CruPvvcQcPo</p> <p>2. Additional Explanation- RL9: Analyze how a modern work of fiction draws on themes, by Jessica Bennett on Prezi Next</p> <p>3. Small group activity- Have students choose a traditional story, such as The tale of King Arthur, or a story from the Bible or another religious work. Then, ask students to analyze and compare the similarities, themes, patterns of events or character types with a story from a modern audience (stories that they know: Mulan, Harry Potter, etc.)</p> <p>Source: Demo_pdf_WN_ELA_0298.pdf (wisewire.com)</p> <p>4. Worksheets- Novel Worksheets (englishworksheetsland.com)</p>

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<p>Expectations: 9.R.9I Analyze a case in which two or more informational texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</p>	<p>The student will analyze a case in which two or more informational texts provide conflicting information on the same topic</p>	<p>After reading, the student will analyze, compare, and identify the conflicting information using the dictionary to clarify any meaning of the concepts related to this expectation.</p>	<p>The student will promote a positive atmosphere while sharing ideas.</p>	<p>1. Reading resources- RI.8.9 English / Language Arts BetterLesson</p> <p>2. Worksheets- Conflicting Information Worksheets (englishworksheetsland.com)</p>

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<p>Expectation: 9.S.1</p> <p>Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic topics by following turn-taking, to ask and answer relevant, on-topic questions, affirm others, provide additional, relevant information, paraphrase and evaluate, analyze and synthesize key ideas.</p>	<p>Student will understand the importance of oral communication.</p>	<p>Students will engage in conversations to apply communication skills learned in class.</p>	<p>Students will encourage other to communicate using their second language.</p>	<p>2. Who's telling the truth? – Game</p> <p>Have each student write 3 facts about themselves that nobody in the classroom knows on a piece of paper.</p> <p>Make sure each student includes their name on the top of the page.</p> <p>Collect the sheets of paper and bring 3 students to the front of the room.</p> <p>Read aloud one of the facts that is true for one of these 3 students.</p> <p>All 3 claim that the fact is theirs, and the class then proceeds to question them in an attempt to determine who is telling the truth and who is not.</p>

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				<p>Each student is allowed to ask one question to one of the 3 students. After a round of questioning, the students guess who is telling the truth.</p> <p>3. Descriptive drawing activity- Pair up the students and give each student a picture, placing it face down so partners cannot see each other's cards. They must describe the picture for their partner to draw.</p> <p>Source: 12 Fun Speaking Games for Language Learners Edutopia</p>

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<p>Expectation: 9.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: <ol style="list-style-type: none"> a. In my opinion b. Can you explain that again? c. I think/ believe... d. How did you come to that opinion? <p>What is your opinion on? I strongly believe...</p> <ol style="list-style-type: none"> 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

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<p>Expectation: 9.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/

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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)
Expectation: 9.W.1 Justify opinions and positions using valid reasoning and relevant and sufficient evidence	The student will recall the different sources they can use to gather valid information.	The student will write solid arguments to back up their position about a topic.	The students will express themselves freely, without bias.	<ol style="list-style-type: none"> 1. Independent work- Students need to do research about their topic: read articles, interpret data, interviews, and other sources. Then, state their position and back it up with the information gathered through research. 2. Template- FREE 8+ Counter Argument Samples in PDF MS Word (sampletemplates.com)

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Expectation: 9.W.1a Express and clarify viewpoints and opinions, take and defend positions that differ from others	The student will express and clarify viewpoints while writing.	The student will use characteristics of valid information when writing an editorial article.	The students will express themselves freely, without bias.	<ol style="list-style-type: none"> 1. Write an editorial article- Students will select a nowadays situation. They will select a position about it. Research info related to the topic. Write an editorial article expressing your stand about the topic and the valid reason you must support that side of the situation. 2. Reading Resource- How to Write an Editorial in Five Steps (Including Tips for Writing a Killer One) Indeed.com 3. Digital template – Editable Newspaper Template – Portrait (presentationmagazine.com)

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Expectation: 9.W.2 Write informational texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective technique, organization, and analysis of content.	The student will write informational texts to examine and convey complex ideas, concepts and information through the effective technique, organization, and analysis of content.	The student will write an informational text using a fill in a concept map including the characteristics of informational text.	The students will be able to politely express themselves in writing.	<div data-bbox="1310 391 1898 721"> </div> <p data-bbox="1276 769 1913 841"> Write a strong opening to an informational text LearnZillion </p> <ol data-bbox="1325 889 1940 1162" style="list-style-type: none"> <li data-bbox="1325 889 1835 1000"> 1. Reading resource- Write a strong opening to an informational text LearnZillion <li data-bbox="1325 1049 1940 1162"> 2. Expository Text Structures Expository Text Graphic Organizer (storyboardthat.com) <p data-bbox="1373 1211 1961 1403"> This site has graphic organizers that can help you organize your ideas before you start writing the informational text; topics will depend on the students' interest. </p>

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Expectation: 9.W.3 Write types of paragraphs and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events, using literary elements (like narrative structure, theme, mood, plot, setting, moral) and techniques (alliteration, hyperbole, allegory, and others).	The student will use transitional words in a narrative to better organize writing.	The student will collaborate in small groups to write a narrative integrating literary elements and transitional words.	The student will listen and respect ideas of every member of the group.	<ol style="list-style-type: none"> 1. Small group activity- Write a fictional story. Students collaborate with ideas and suggestions to select the setting, elaborate the plot and mood. Also, use a graphic organizer to write a well-structured narrative. Remember to include transition words to make your writing more fluent and avoid repetition. 2. Reading Resource- How to Write a Story Outline Writers.com 3. Freytag's Pyramid- Grades 6-8: Great Graphic Organizers - Freytag's Pyramid (scholastic.com) 4. Transition words (list and examples) Transition Words and Phrases to Improve Your Writing Grammarly Blog

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Expectation: 9.W.4 Develop and strengthen writing as needed by planning, drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed.	Students will be able to recognize the five steps of the writing process and their implications to their writing.	Students will apply the 5 steps of the writing process to their written work.	Students will consider and value their classmates' feedback while doing the peer editing.	<ol style="list-style-type: none"> 1. Brainstorming- Mind map 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. 2. Draft- write a rough copy of your ideas for a specific topic. Remember to include your ideas from the brainstorm and use the paragraph structure. 3. 4. Revising- Use the ARRR approach for this step: Adding, Rearranging, Removing and Replacing. 5. Editing- Peer editing using a checklist. 6. Publishing- Re-write your work without mistakes; you can use Microsoft Word for this step.

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Expectation: 9.W.6 Conduct short research projects to write reports that answer a thesis question, drawing on several sources and generating additional related, focused questions for further research and investigation.	The student will learn how to write a thesis question	The student will be able to follow steps in preparing a thesis statement.	The student will have a positive attitude when writing.	<ol style="list-style-type: none"> 1. Review what is a thesis statement 2. Internet source: (733) How to write a thesis for beginners - YouTube 3. How to write an introduction? (733) Learn to Write an Introduction Paragraph! - YouTube 4. How to write the hook in the introduction. (733) Discover How to Start Essay with an A+ Hook: STRONG Attention Grabbing Examples - YouTube
	The student will create an outline for their written work.	The student will write a report applying the steps suggested by the teacher.	The student will share their findings freely and without bias.	<ol style="list-style-type: none"> 1. Working in pairs- Students will do research with a partner to create a positive collaborative environment. Follow these basic steps to conduct the short research project: -Choose a topic and decide on terms of reference. -Conduct your research: school library, Internet research, interviewing an expert. -Write an outline. -Analyze data and record findings. -Recommend a course of action; suggestions. -Revise, edit and publish your work.