



PUERTO RICO GOVERNMENT
DEPARTMENT OF EDUCATION
ENGLISH PROGRAM

ENGLISH PROGRAM ESSENTIAL COMPETENCIES



2021-2022

ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM

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:10.S.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic, social, college and career topics by following turn taking rules, asking and answering on-topic questions, react to others with relevant information by paraphrasing, evaluating, analyzing and synthesizing ideas.</p>	<p>The student will be able sustain a conversation on a relevant subject, reacting to others input.</p>	<p>The student will engage in conversations on a variety of subjects in order to apply communication skills learned in class.</p>	<p>The student form an opinion, and respect others point-of-view.</p>	<ol style="list-style-type: none"> 1. As a class, choose from a variety of subjects that are presented. 2. Speak with other peers in small groups; share your thoughts and ideas about your subject. Take notes. Read your notes out loud at home. 3. Add or eliminate information accumulated as needed. Read out loud again.

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<p>Expectation: 10.S.2 Respond orally to closed and open-ended questions</p>	<p>The student will respond orally to closed and opened questions</p>	<p>After presenting a debate discussion, 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. Practice at home speaking and listening skills Good speakers and listeners should: <ol style="list-style-type: none"> a. respect that everyone has ideas and opinions b. speak clearly, and with appropriate volume and pace c. contribute relevant ideas d. expresses his/her own point of view about a topic. e. take turns being the speaker and the listener f. actively listen with their whole body g. ask questions when they do not understand h. speak confidently in a variety of situations 2. Select an article from the newspaper and practice at home speaking and listening skills. 3. Open ended questions starters: <ol style="list-style-type: none"> a. What do you think...? b. Why is? c. How do you feel ...? d. How did you decide...?

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<p>Expectation: 10.S.4 Persuade others in conversations using a growing number of learned phrases and open responses to express and defend different opinions.</p>	<p>The student will be knowledgeable about a given topic and can defend his/her posture expressing different opinions.</p>	<p>The student will master debating skills necessary in communication.</p>	<p>The student will respect and understand other viewpoints.</p>	<ol style="list-style-type: none"> 1. Student holds a debate session with his/her group, or classmates defending or opposing their opinion on a given subject, using a variety of acquired phrases or vocabulary correctly. 2. Practice vocabulary and speech at home with friends, family or in front of a mirror. 3. Ask family or friends for feedback.

**ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM
GRADE: 10th**

Standard: Language Arts	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: 10.LA.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling.	The student will demonstrate command of basic conventions of capitalization, punctuation, and spelling.	The student will proofread a paragraph.	The student will show positive attitude towards language learning.	<ol style="list-style-type: none"> 1. Provide students with an overview of the basic capitalization rules, punctuation rules and spelling rules, using a slideshow. Prepare examples and short exercises. 2. Have students work on a worksheet that has activities that require students to find errors in pre-written sentences. 3. Internet resource: (733) Capitalization and Punctuation Review Video - YouTube
Expectation: 10.LA.1b Use various types of phrases and clauses to specify meanings and add variety and interest to writing or presentations.	The student will demonstrate differences between phrases and clauses.	The student will practice correcting phrases and clauses within a variety of sentences.	The student will contribute actively and motivate others in learning a new language.	<ol style="list-style-type: none"> 1. Provide students with examples to help differentiated between phrases and clauses. Analyze each sentence as you go through the explanation. 2. Students find the correct type of phrase or clause by working on a take home exercise paper.

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Expectation: 10.LA.2b Spell correctly	The student will be able to explain and identify basic spelling rules.	The student will spell words correctly through playing in small group competition.	The student will contribute enthusiastically to the instructional process.	<ol style="list-style-type: none"> 1. Announce a spelling bee game where the student takes turns answering spelling words by either writing the word on a piece of paper or whiteboard or spelling the word out loud. (Student's choice). 2. Student writes down 10 words at home that they may know how to spell but feel that other class members might have problems with. 3. Ask family members for help.
Expectation: 10.LA.2c Apply capitalization rules correctly.	The student will explain the principles, list the rules, and identify errors of capitalization.	Through practice, the student will show mastery of capitalization rules.	The student will persevere in learning the mechanics and conventions of a language.	<ol style="list-style-type: none"> 1. Write 15 -20 words with errors in capitalization. Ask students to identify any errors listed on board. Discuss their answers as a class. (Use proper nouns, titles, first words in a sentence and the pronoun <i>I</i>.) 2. Have students practice at home with a take home sheet of capitalization errors.
Expectation: 10.LA.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	The student will discuss the basic meanings of language functions in different contexts.	Through a written dialogue, the student will show mastery in different contexts, showing the impact it has when making effective choices.	The student will acquire and enhance vocabulary	<ol style="list-style-type: none"> 1. Present the function of a dialogue, selecting real interaction between real speakers. For example, students have a problem and must communicate to solve it. 2. Students interview and find interesting information about a family member, neighbor or friend and show dialogue style.

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<p>Expectation: 10.LA.1a Use parallel structure, subject-verb agreement, and apply the understanding of run-on sentences, complex, compound, and sentence fragments. Assess various grammar and usage texts.</p>	<p>The student will identify a parallel structure, subject-verb agreement, and run-on sentence.</p>	<p>The student will correct subject-verb agreement and run-on sentences.</p>	<p>The student will have a positive attitude while a language learning.</p>	<ol style="list-style-type: none"> 1. Student reviews definitions and gives examples of parallel structures, subject-verb agreement, and run-on sentences. 2. Internet resource: Verb Agreement (733) Subject Verb Agreement (singular and plural noun + action verb) - YouTube 3. Worksheets are given and student works in small groups. 4. Internet resource: Run on Sentence 3. (733) Simple Sentences, Fragment Sentences, and Run-On Sentences - YouTube

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Expectation: 10.LA.1b Use various types of phrases and clauses to specify meanings and add variety and interest to writing or presentations.	The student will use various types of phrases	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.	The student will collaborate to complete a task	<ol style="list-style-type: none"> 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>Source: 20 Classroom Grammar Activities More Lightbulb Moments (teachstarter.com) This site also has information, examples, videos and worksheets.</p>

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Expectations: 10.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: -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. <p>Source: 8 Fun Ways to Teach Spelling LiteracyPlanet</p> <ol style="list-style-type: none"> 3. Tongue twisters- 50 Tongue Twisters to improve pronunciation in English · engVid

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Expectation: 10.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.	The student will clarify the meaning of unknown and multiple-meaning words	The student will be able to establish the meaning of unknown words to build up vocabulary using semantic maps.	The student will encourage others to participate actively in all the activities.	<ol style="list-style-type: none"> 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. 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 the text, they can add related words to the map. <p>Source: 21 Ideas for Teaching Vocabulary in the Classroom (giftedguru.com)</p> <ol style="list-style-type: none"> 2. Graphic organizer- 4. Semantic Map Freebie for Vocabulary Connections TpT (teacherspayteachers.com)

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Expectation: 10.LA.4a Use context clues to help determine meaning.	The student will make a list of different definitions of a context clue.	Student will analyze a reading to identify the different definitions that can be used in a context clue.	The student will comprehend an effective usage of the language leads to academic success.	<ol style="list-style-type: none"> 1. Read a brief story or passage. Student practices identifying unknown words using context clues, deciphering their meaning. 2. Student takes home a short story. Highlights unknown words, then uses context clues to determine meaning. Underline or circle the part of the text that helped define the word. 3. Internet resource: Context Clue https://www.youtube.com/watch?v=CiNggzdWklo
Expectation: 10.LA.4c Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word, parts of speech, spelling, origin and meaning.	The student will identify the purpose of reference materials that can help with pronunciation of a word.	While using technology, student will acquire new vocabulary.	The student will communicator and constructor of meaning who understands the needs around them.	<ol style="list-style-type: none"> 1. Students are placed in small groups. They receive a worksheet with at least 7 words for them to look up with partially finished reference materials. 2. Student completes worksheet. 3. Student reinforces lesson covered in class with the use of reference material worksheet.

ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM

GRADE: 10th

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: 10.L.1a Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that keep the discussion on topic.</p>	<p>The student will be aware of the difference between listening and hearing. Student can explain the difference between tone and non-verbal signals.</p>	<p>The student will practice the art of listening before responding to a question.</p>	<p>The student will gain insight as to other thoughts and point of view.</p>	<ol style="list-style-type: none"> 1. Student listens to others as they answer question(s) that has been given on a subject matter. 2. Student asks friends, family members or neighbors the same question and listen to feed back. 3. Write down short notes to share with classmates.
<p>Expectation: 10.L.1a Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that build the discussion and keeps the conversation on topic.</p>	<p>The student will be attentive during the class and participate actively.</p>	<p>The student will use an interview to interact with each other in English.</p>	<p>The student will be polite and patient while participating in the listening activities.</p>	<ol style="list-style-type: none"> 1. Back-to-back Interviews- Have students sit back-to-back to remove the visual clues from their conversation. Give one student the name from a character from a story read in class, or a character from a video or documentary assigned in class. One student will role-play and have the other person ask ten interview questions, noting the answers that their partner gives. 2. Once the person has guessed whom it is they will switch roles and start over with another character.

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Expectation: 10.L.1b Follow turn-taking and show consideration by affirming others, adding relevant information, and paraphrasing key ideas. Extend ideas or arguments with minimal support.	The student will show consideration through affirmation, adding relevant information, and paraphrasing key ideas.	The student will use round-robin technique to a subject of interest..	The student will appreciate feedback given by their peers.	<ol style="list-style-type: none"> <li data-bbox="1344 290 2024 500">1. The student asks parents or family members how they feel about subject that was spoken about in class. Take down short notes to share with classmates on how others outside of the classroom feel about the subject spoken in class.

ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM

GRADE: 10th

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)
Expectation: 10.R.1a Explain inferences and conclusion drawn from text to support analysis.	Student will explain definition of inference and conclusion.	After reading a short story, the student will use a graphic organizer to state your conclusion.	The student will gain awareness of differences in words.	1. Student reviews definitions and applies them accordingly to what they are reading and can give examples. 2. Read over the given definitions of inference and conclusion. In your own words, write the definition of each. 3. Reading Resource- How to Teach Making Inferences and Draw Conclusions Comprehension Connection
				4. Anchor chart and template- 5. Teaching Inferences and Conclusions by Comprehension Connection TpT (teacherspayteachers.com)

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<p>Expectation: 10.R.2I Determine the main idea of an informational text and analyze its development over the course of the text, including how it emerges, and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>The student will use their own words to define the main idea of an informational text and can provide an objective summary.</p>	<p>After reading, the student will use a strategy to define the main idea and how the reading are shaped and refined by specific details.</p>	<p>The student will ignore distractions and value independent working.</p>	<ol style="list-style-type: none"> 1. Find the main idea, supporting facts and supporting details of a reading selection. Using a short text that is given, the student goes through the process that was modelled in class. 2. Student provides details of how the story emerges and is shaped by specific details. 6. Student gives an objective summary of what was read. 7. Internet Resource: Fun Activities for Teaching Main Ideas and Details LoveToKnow
<p>Expectation: 10.R.3L Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot and its components or develop the theme.</p>	<p>The student will explain the external action and internal response of a character.</p>	<p>The student will be able to explain how characters interact with each other.</p>	<p>The student will understand the experiences and thought process of others in everyday interactions.</p>	<ol style="list-style-type: none"> 1. Student reads a short story. 2. Check your understanding of a character's external action and internal response as it advances in the reading. 3. Read another short story. Write down how the main character of each story advances in the plot 3. What is the external action and internal response of the character? How did it happen?

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<p>Expectation: 10.R.4L Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the cumulative</p>	<p>Student will match the meanings of words and phrases, as they are use in a literary text.</p>	<p>After a reading, the student will identify the words and phrases that were given within the text.</p>	<p>The student will respect for knowledge known and knowledge gained.</p>	<ol style="list-style-type: none"> 1. Student practices the different uses of vocabulary words and phrases within a given literary text, using two columns; What you think it is and what it means within the text. 2. Find 5 new vocabulary words or phrases within the literary text that is being read and give connotative and figurative definitions. <p>3. Reading Resource-</p> <ol style="list-style-type: none"> 4. Figurative Language - Definition, Types, and Examples (corporatefinanceinstitute.com)
<p>Expectation: 10.R.5L Analyze how an author's choices about structure of a literary text, order of events within it (e.g., parallel plots), create such effects as mystery, tension, or surprise.</p>	<p>The student will analyze the order of events within the plot.</p>	<p>After reading a short text, the student will identify the order of events.</p>	<p>The student will relate to the emotional consequence of the person's experience.</p>	<ol style="list-style-type: none"> 1. Student works on a specific chapter of text to fill in order of events using a blank Freytag Pyramid. <p>Student works on another Freytag Pyramid for the literary text assigned by the teacher.</p>

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Expectation: 10.R.6L Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	The student will recall the four types of point of view.	After a reading, the student will identify the different points of view through excerpts or short stories from around the world.	The student will value the priorities of different cultures and societies.	<ol style="list-style-type: none"> 1. Student views two videos of similar short stories from different parts of the world and identifies a particular point of view or cultural experience. How are they the same? Different? Use a Venn diagram or the T method to explain your answer.
Expectation: 10.R.7L Critique and analyze a literary text (e.g., When I was Puerto Rican, Harry Potter, and others) presented in different media (e.g., videos and plays), determining what elements are emphasized in each.	The student will review the basic literary elements.	After reading and viewing a video of the same title, the student will determine what are the elements emphasized in the different media.	The student will learn and improve their ability to analyze the environment around them.	<ol style="list-style-type: none"> 1. Teacher presents information about literary elements and gives examples where possible. 2. Divide class into groups, have student complete a short report on a given text and show what elements were used. 2. Student is given a handout to review and report their findings on the different examples of literary elements.

ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM
GRADE: 10th

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: 10.W.1 Justify opinions and positions using valid reasoning and sufficient evidence.	The student will justify his/her position using valid reasoning and sufficient evidence.	The student will write solid arguments using valid reasons and evidence about a given subject or interest.	The student will be open-minded and empathic to others around them.	<ol style="list-style-type: none"> 1. Given an argumentative topic, student works with finding evidence in order to support and give credibility to their point of view. 2. The student writes out a list of reasons for being against or being for a given topic. 3. Reading Resource- 8 Persuasive Writing Tips and Techniques - 2021 - MasterClass
Expectation: 10.W.1a Express, clarify, and defend viewpoints and opinions, be able to state or justify arguments, with support of the thesis statement and claims.	The student will express and defends viewpoints solidly, through investigation.	The student will write an argumentative essay.	The student will gain an understanding of other perceptions and attitudes on what motivates others way of thinking and feeling.	<ol style="list-style-type: none"> 1. The student works on matching an argument to a corresponding counterargument by finding sources that agree and disagree with your argument. 2. Student makes a list of the pros and cons of the subject and prepares to refute opposing viewpoints with evidence.

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				Reading Resource- 3. How to write a Letter Parts of Letter Rules of Writing a Letter (targetstudy.com)
Expectation: 10.W.2 Write informational and argumentative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization (transitional words, phrases, or sentences), and analysis of content through essays (5 paragraphs), letters (formal and informal business letters and cover letters), and other text types.	The student will produce an informational or argumentative text.	The student will write an argumentative or informational three-paragraph essay integrating transitional words or phrases and other text types.	The student will show confidence on achieving their goals and incorporating into society.	1. The student works on organizing and writing their informational or argumentative essay using all resources gained through the writing process and investigation. 2. Hamburger Writing Graphic Organizer- use this model to organize your ideas in the paragraph.

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<p>Expectation: 10.W.3 Write literary texts to develop real or imagined experiences or events, using literary elements and techniques (narrative structure, theme, mood, plot, setting, moral alliteration, hyperbole, allegory, and others).</p>	<p>The student will define and describes literary elements and techniques in writing.</p>	<p>The student will collaborate in small groups to create a storyline identifying elements in the story created.</p>	<p>The student will have the ability to coordinate with others to come up with meaningful and well thought plans.</p>	<ol style="list-style-type: none"> 1. The student discusses the idea of a shared writing activity to create a meaningful storyline. 2. As the student gives ideas, they identify each element in the story line. 3. Work on finishing shared writing of the storyline that was started. Come prepared to present your writing. <p>4. Setting template- Writing Narratives: Plan the Setting Worksheet Education.com</p>
<p>Expectation: 10.W.4 Develop and strengthen writing as needed by planning (e.g., outlines and graphic organizers), drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, and considering styles (e.g.,</p>	<p>The student will define and apply the writing process steps.</p>	<p>The student will apply the first step of the writing process to their big idea.</p>	<p>The student will organize and coordinate with others in your school, community, or family.</p>	<ol style="list-style-type: none"> 1. The student briefly reviews each of the writing process steps. 2. The student starts working on their big idea. 3. Make a large heart on a regular sheet of paper. Working from the center and outwards, fill in the heart with things that are important to you, people,

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MLA and APA) and using citations.				<p>places, things, activities, dreams, goals, etc..</p> <p>4. 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.</p> <p>5. YouTube video- The Writing Process - YouTube</p> <p>6. Six Creative Ways To Brainstorm Ideas - YouTube</p>

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<p>Expectation: 10.W. 6 Conduct short research projects to write reports that answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration and professional portfolios.</p>	<p>The student will conduct a short research project to write report that answers a question.</p>	<p>The student will create a research project using sources that answer a question.</p>	<p>Reflect on their learning so they can transfer skills and knowledge to new tasks, problems, and scenarios.</p>	<ol style="list-style-type: none"> 1. The student is introduce and learns the purpose and process of using inquiry and research to deepen understanding. 2. The student initiates inquiry on a topic through generating questions to direct and frame their research. 3. The student independently explores the research topic and develops a research question or problem to share with the class or group.