



PUERTO RICO GOVERNMENT  
DEPARTMENT OF EDUCATION  
ENGLISH PROGRAM

## ENGLISH PROGRAM ESSENTIAL COMPETENCIES



2021-2022

**ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM**

**GRADE: 11th**

<b>Standard: Language Arts</b>	<b>Conceptual competences What should I know?</b>	<b>Procedural competences What should you do?</b>	<b>Attitudinal skills -Knowing to be -Know how to act -What attitudes and values should the students model?</b>	<b>Resources Bank -Reinforcement of skills for the home (Activities)</b>
<p>Expectation: 11.LA.1a</p> <p>Apply the understanding of run-on sentences, complex, compound, and sentence fragments. Assess various grammar and usage texts analyzing subject-verb agreement and parallel structure.</p>	<p>The student will understand the function of subject-verb agreement.</p>	<p>The student will use correctly a subject-verb agreement.</p>	<p>The student will show a positive attitude towards language learning.</p>	<ol style="list-style-type: none"> <li>1. Students continue to work on handouts that were given in class.</li> <li>2. Reviews definition of compound, complex, and sentence fragments and gives examples of each.</li> <li>3. Worksheets are given and students work in groups recognizing and revising sentences.</li> </ol>
<p>Expectation: 11.LA.2</p> <p>Demonstrate command of the conventions of English capitalization, punctuation, and spelling.</p>	<p>The student will demonstrate command of basic conventions of capitalization, punctuation, and spelling.</p>	<p>The student will proofread sentences of a short paragraph.</p>	<p>The student will show a positive attitude towards language learning.</p>	<ol style="list-style-type: none"> <li>1. Provide students with an overview of the basic capitalization rules, punctuation rules and spelling rules, using a slideshow.</li> <li>2. Prepare examples and short exercises that the student works on that require them to find errors in spelling and pre-written sentences.</li> </ol>
<p>Expectation: 11.LA.3a</p> <p>Vary syntax for effect, consulting references for guidance as needed.</p>	<p>The student will recognize word order and sentence structure.</p>	<p>Through practice, the student will show mastery of the correct use of syntax.</p>	<p>The student will help each other in completing tasks.</p>	<ol style="list-style-type: none"> <li>1. Student is asked to go through the notes and examples that were written in class and produce a sentence with their own content for each sentence.</li> <li>2. Student is encouraged to look at videos on syntax and sentence structure.</li> </ol>

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<p>Expectation: 11.LA.4c Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its origin, or its standard usage or variations.</p> <p>Expectation: 11.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 identify the purpose of reference materials and determine the precise meaning of a word and its standard usage or variations.</p> <p>The student will discuss the steps taken in order to define the meaning of words through reading and conversation.</p>	<p>The student will learn how to use and consult reference materials through play.</p> <p>The student will be able to establish the meaning of unknown words through a variety of strategies.</p>	<p>The student as communicator and constructor of meaning who understands the needs around them.</p> <p>The student will share knowledge of tasks and responsibilities.</p>	<p>1. Students are placed in groups. They have a worksheet with at least 7 words to look up with partially finished reference materials. 2. Have them go on a scavenger hunt, using dictionaries, thesaurus, etc., found in the classroom. Students complete the worksheet. Students work on a take home worksheet to reinforce lesson covered on the use of reference materials. Encourage students to use worksheet as a vocabulary reference.</p> <p>1. Student is asked to read the story that is given and correlate word content in story with vocabulary meaning. Highlight vocabulary word. 2. Student determines the meaning of unknown vocabulary words for an upcoming reading. Work with a partner. 3. Sentences written out on board or a worksheet with underlined vocabulary word. Students work together to find the meaning of each word as it pertains to the sentence.</p>

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<p>Expectation: 11.LA.4a Apply a variety of strategies to determine or clarify word use to help determine meaning of a word or phrase.</p> <p>Expectation: 11.LA.4b Identify and correctly, use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive conception conceivable).</p>	<p>The student will recognize the definition of context clue and determine meaning of a word or phrase.</p> <p>The student will use correctly the pattern of word changes that indicate different meanings.</p>	<p>The student will analyze a reading to determine the meaning of a word or phrase.</p> <p>The student will make a word map that shows how a word can be altered to serve as several different parts of speech.</p>	<p>The student will comprehend and effective usage leads to academic success</p> <p>The student will create a basic understanding about the major principles, pillars and limitations in vocabulary.</p>	<ol style="list-style-type: none"> <li>1. Student practices identifying unknown words using context clues and deciphering their meaning.</li> <li>2. Students create context clues of their own.</li> <li>3. Student takes home a short story. Highlight unknown words, and then use context clues to determine meaning. Students underline or circle the part of the text that helped define the word.</li> <li>4. Student creates sentences using unfamiliar words. Share with class. Read a brief story or passage.</li> </ol> <ol style="list-style-type: none"> <li>1. Provide students with a list of root words and a separate list of suffixes. Ask students to write a list of new words by adding the suffixes to the root word.</li> <li>2. Ask student to bring a piece of writing that is of interest to them. How many different Greek or Latin roots can they recognize? Students share some of their findings as part of class discussion.</li> <li>3. Watch video to learn more about the basic rules: <a href="https://www.youtube.com/watch?v=HORoGHmlpGE">https://www.youtube.com/watch?v=HORoGHmlpGE</a></li> </ol>

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<b>Standard: Listening</b>	<b>Conceptual competences What should I know?</b>	<b>Procedural competences What should you do?</b>	<b>Attitudinal skills -Knowing to be -Know how to act -What attitudes and values should the students model?</b>	<b>Resources Bank -Reinforcement of skills for the home (Activities)</b>
<p><b>Expectation: 11. L. 1</b> Listen and interact with peers during class, group, and partner discussions, sustaining and building upon conversations on a variety of grade-appropriate academic, social, college, and career topics.</p>	<p>The student will comprehend an oral discussion, be able sustain and build a conversation.</p>	<p>After showing videos about controversial topics, the student will listen and interact with peers in partner discussions.</p>	<p>The student will acknowledge the important role in learning and communication that is necessary for an effective participation in life.</p>	<ol style="list-style-type: none"> <li>Students listen to an audio from “Breaking News English” and work with accompanied exercises.</li> <li>Internet resource: Controversial topic – Texting and driving <a href="https://www.youtube.com/watch?v=I7ljxDjwDjU">https://www.youtube.com/watch?v=I7ljxDjwDjU</a> Watch the video and write down your reaction. Share them with your peers. More in texting and driving <a href="https://www.youtube.com/watch?v=x_lo3wy14Cs">https://www.youtube.com/watch?v=x_lo3wy14Cs</a></li> </ol>
<p><b>Expectation: 11.L.1a</b> Demonstrate comprehension of oral presentations and discussions on a variety of social, academic, college, and career topics by asking and answering questions that show thoughtful consideration ideas or arguments.</p>	<p>The student will be aware of the difference between listening and hearing.</p>	<p>After listening to a theme topic (i.e., shopping, waiting at an airport) the student will be able to react to the selected topic and make a list of possible activities.</p>	<p>The student will gain insight as to other thoughts and point of view.</p>	<ol style="list-style-type: none"> <li>Students ask friends, family members or neighbors the same question and listen to feed back. Students do a survey and discuss their answers.</li> <li>Internet Resources: <a href="http://www.fluentu.com">25 ESL Listening Activities for Every Learning Style (fluentu.com)</a></li> </ol> <p>*Activities can be modified in order to attend the grade level.</p>

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<p><b>Expectation: 11.L.1c</b> Listen and respond during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to analyze character development and setting, and to distinguish the characteristics of tone, voice, and mood to make connections to text.</p>	<p>The student will distinguish the characteristics of tone, voice, and mood.</p>	<p>After listening to a music video, the student will distinguish the tone, voice, and mood.</p>	<p>The student will positively appreciate art in its many forms.</p>	<ol style="list-style-type: none"> <li>1. Students are asked to identify the tone, voice, and mood in a song of their choosing.</li> <li>2. Write about the artist you selected and present a picture and the lyric to your peers.</li> <li>3. Internet Resource: Listen to the music video and identify the tone, voice and mood. Bruno Mars – Count On Me <a href="https://www.youtube.com/watch?v=h9O5_Q-oLrs">https://www.youtube.com/watch?v=h9O5_Q-oLrs</a></li> </ol>

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<b>Standard: Reading</b>	<b>Conceptual competences What should I know?</b>	<b>Procedural competences What should you do?</b>	<b>Attitudinal skills -Knowing to be -Know how to act -What attitudes and values should the students model?</b>	<b>Resources Bank -Reinforcement of skills for the home (Activities)</b>
<p><b>Expectation: 11.R.1</b> Evaluate, analyze, research/synthesize, and document inferences and conclusions drawn from in-depth critical reading of appropriate texts and viewing of multimedia.</p>	<p>The student will know how to infer and draw conclusions.</p>	<p>After reading, the student will be able to document inferences and draw conclusion.</p>	<p>The student will analyze information and can make positive choices.</p>	<p>1. Student reads a series of different passages that has possible logical answers. Student chooses the best one. 2. Students “read between the lines” and write down what the inference is and what is the conclusion. Student comes prepared to discuss answers in class.</p>
<p><b>Expectation: 11.R.2I</b> Determine a 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 recognize the main idea of an informational text and analyze its development throughout the reading.</p>	<p>After a reading, the student will use a strategy to master the identification of the main idea and analyze its development from the reading text.</p>	<p>The student will ignore distractions and value independent working.</p>	<p>1. Using a short text that is given, the student goes through the process that was modeled in class. 2. Find the main idea, supporting facts and supporting details of a reading selection</p>

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<p><b>Expectation: 11.R.2L</b> Determine a theme or main idea of a literary text and analyze in detail its development, including how it emerges and is shaped and refined by specific details; provide a subjective summary of the text.</p> <p><b>Expectation: 11.R.3I</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>The student will identify the theme and main idea of a short story.</p> <p>The student will analyze a series of ideas or events and find the points made and how they are developed throughout the text.</p>	<p>As a review, the student will properly define theme and main idea in a matching exercise.</p> <p>The student will be able to show how an author introduces and develops connections within a speech excerpt.</p>	<p>The student will be able to reflect on new skills and knowledge for future success in a changing world.</p> <p>The student will understand the experiences and thought process of others in everyday interactions</p>	<ol style="list-style-type: none"> <li>1. Students are given worksheets where they identify themes in a variety of very short stories.</li> <li>2. Student is presented with a visual or power point presentation on theme. They are asked to write down the main idea of each selection.</li> <li>3. Internet Resource: Main idea and details <a href="#">10 GREAT Activities to Teach Main Idea and Details   Education to the Core</a></li> </ol> <ol style="list-style-type: none"> <li>1. Students read or listen to excerpt. Highlight where the author points out or asks a question and then how it is solved or answered.</li> <li>2. Students read an excerpt from a text (ex: Patrick Henry's Speech, "Give Me Liberty or Give Me Death.") Students are encouraged to look for the main ideas and supporting details. Consider how an author develops his idea.</li> </ol>



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<p><b>Expectation: 11.R.4I</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>Expectation: 11.R.4L</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>The student will define the types of figurative language with its description as used in a text selection.</p> <p>The student will recall the meaning of words and phrases.</p>	<p>After reading a given text selection, the student will identify the figurative language with its description as used in a text selection.</p> <p>After the reading, student will identify the example of specific word and choice meanings.</p>	<p>The student will be able to understand what is heard, read, or written in different situations or settings.</p> <p>The student will respect for knowledge known and gained.</p>	<ol style="list-style-type: none"> <li>1. Student complete worksheet that help reinforce word meanings.</li> <li>2. Teacher explains definitions or sets up a video presentation with word definitions.</li> <li>3. Student gives examples of each definition. Discusses the relationship between word choice on each of these terms.</li> </ol> <ol style="list-style-type: none"> <li>1. Find 5 new vocabulary words or phrases within the literary text that is being read and give connotative and figurative examples.</li> <li>2. Student practices the different uses of vocabulary words and phrases within a given literary text, using two columns.</li> <li>3. Student answers the question, "What you think it is and what does it mean within the text?"</li> </ol>

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<p><b>Expectation: 11.R.5I</b> Analyze in detail how an author’s ideas or claims are developed and refined by sentences, paragraphs, or portions of a text (e.g., chapters, essays, or news articles.</p>	<p>The student will recall the structure of a text to determine how an author’s claim or idea is developed.</p>	<p>The student will analyze how ideas and claims are developed in a text, and in the author’s viewpoint.</p>	<p>The student will be empathetic to those around them.</p>	<p><b>1. Define and understand the concept-</b> “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>.</p> <p>2. Student reads an excerpt from a speech and identifies the emotional appeal within the text. 2. Students are asked to bring a piece of advertising that they find appealing. Student works with partner to label advertising as ethos, pathos, or logos. 3. Students explain the evidence they found for labelling accordingly</p>
<p><b>Expectation: 11.R.6I</b> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>The student will analyze how an author uses ethos, pathos, and logos to advance their point of view.</p>	<p>After several readings, the student will demonstrate point of view with ethos, pathos, and logos.</p>	<p>The student will learn and improve their ability to empathize with the environment around them.</p>	<p>1, Analyses with class how an author uses rhetoric to advance a point of view. 2. Students take home mini exercise worksheet to strengthen the identification of ethos, pathos, and logos.</p>

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<b>Standard: Speaking</b>	<b>Conceptual competences What should I know?</b>	<b>Procedural competences What should you do?</b>	<b>Attitudinal skills -Knowing to be -Know how to act -What attitudes and values should the students model?</b>	<b>Resources Bank -Reinforcement of skills for the home (Activities)</b>
<p>Expectation: 11.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 relevant, on-topic questions, affirming others, providing additional relevant information, paraphrasing, and evaluating /analyzing/ synthesizing key ideas.</p>	<p>The student will understand and sustain a conversation on a relevant subject, reacting to others input by providing additional relevant information.</p>	<p>The student will engage in conversation to apply communication skills learned in class.</p>	<p>The student will form an opinion, and respect others point-of-view.</p>	<ol style="list-style-type: none"> <li>1. Speak with other peers in small groups; share your thoughts and ideas about a subject that was previously chosen.</li> <li>2. Students hold 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.</li> <li>3. Student reads through notes taken in class. Practice speech and vocabulary in front of family or friends. Ask for feedback. Adjust as necessary.</li> </ol>
	<p>Student will practice asking relevant questions to expand discussions.</p>	<p>Students will engage in conversations in the second language using key vocabulary and phrases from selected topics.</p>	<p>Students will promote a positive attitude while practicing a second language.</p>	<ol style="list-style-type: none"> <li>1. Students should review the following phrases: <ul style="list-style-type: none"> <li>• In my opinion ....</li> <li>• Can you explain that again?</li> <li>• I think/ believe...</li> <li>• How did you come to that opinion?</li> <li>• What is your opinion on ....?</li> <li>• I strongly believe...</li> </ul> </li> <li>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.</li> <li>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.</li> <li>4. Internet resource: <a href="#">Phrases for expressing an opinion - YouTube</a></li> </ol>

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Expectation: 11.S.2  Respond orally to closed and open-ended questions to real life situations.	The student will respond orally to closed and opened questions	After presenting, the rules of debate, the student will be able to respond orally to open ended questions.	The student will promote a positive attitude while practicing a second language.	<ol style="list-style-type: none"> <li>1. Students will select a quotation. Then they will read and answer open ended questions provided by the teacher.</li> <li>2. Open ended questions starters:              What do you think...?              Why is ....?              How do you feel ...?              How did you decide...?</li> <li>3. Students will write their answers and practice them orally at home</li> <li>4. Internet resource: Write your opinion on some controversial topic and share with your classroom.  <a href="https://eslflow.com/wp-content/uploads/2021/05/Controversial-topics-2021.pdf">https://eslflow.com/wp-content/uploads/2021/05/Controversial-topics-2021.pdf</a></li> </ol>

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<p><b>Standard: Writing</b></p>	<p><b>Conceptual competences</b> <b>What should I know?</b></p>	<p><b>Procedural competences</b> <b>What should you do?</b></p>	<p><b>Attitudinal skills</b> -Knowing to be -Know how to act -What attitudes and values should the students model?</p>	<p><b>Resources Bank</b> <b>-Reinforcement of skills for the home (Activities)</b></p>
<p><b>Expectation:</b> <b>11.W.2</b> Write college-level essays (e.g., argumentative, expository, compare and contrast, persuasive, and process), research papers, and film reviews with increasing independence and precision using appropriate text organization, expanding vocabulary, selection, organization, and analysis of content.</p>	<p>The student will produce an informational or argumentative text through the organization of a five-paragraph essay.</p>	<p>The student will write a five paragraph informative essay, applying the techniques needed for a research paper.</p>	<p>The student will show confidence on achieving their goals and incorporating into society.</p>	<p>1. Student determines what they want to know about a topic and develop questions that they will investigate and inform about. 2. Take notes, answer their inquiry questions, determine what they have learned and inform in an essay. 3. Students continue revising and drafting their 5-paragraph essay for final peer review and publication.</p>

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><b>Expectation: 11.W.3</b> Write narratives (short stories, memoirs, and journals) to develop real or imagined experiences or vents using effective technique, targeted details, and well-structured sequences.</p> <p><b>Expectation: 11.W.4</b> 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., MLA and APA) and using citations.</p>	<p>The student will write a narrative to develop real experiences using writing techniques in writing.</p> <p>The student will develop and strengthen writing using MLA and APA writing styles.</p>	<p>The student will collaborate in small groups to develop a narrative using targeted details and well-structured sequences.</p> <p>The student will develop and produce a written composition using MLA and APA writing styles.</p>	<p>The student will coordinate with others to come up with meaningful and well thought plans.</p> <p>The student will organize and coordinate with others in your school, community, or family.</p>	<ol style="list-style-type: none"> <li>1. Discuss the idea of a shared writing activity to create a meaningful storyline. As the students give ideas, they identify each element in the story line.</li> <li>2. Divide students into groups and have a write around to develop their own original narratives.</li> <li>3. Work on a possible resolution for the shared writing of the storyline that was started in class.</li> <li>4. Internet Resource: What is a Narrative? <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=ONESGqweSwl">https://www.youtube.com/watch?v=ONESGqweSwl</a></li> <li>5. Narrative Plot Structure template- <a href="#">Narrative Plot Structure Template Teaching Resource   Teach Starter</a></li> </ol> </li> <li>1. Teacher works with the student in organizing and formatting a paper in MLA or APA writing and the use of citations. Examples and exercises are given.</li> <li>2. Student creates a chart to separate the two formats and compare APA to MLA.</li> <li>3. Internet Resource: Difference Between MLA and APA Citation Pages <ol style="list-style-type: none"> <li>2. <a href="https://www.bibliography.com/mla/apa-vs-mla-citation-page/">https://www.bibliography.com/mla/apa-vs-mla-citation-page/</a></li> </ol> </li> </ol>

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	<p>Through discussion, the student will make a list of the characteristics of a good draft.</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 value the importance of expressing their thoughts and experiences in writing.</p> <p>The student will feel encouraged to improve their writing skills.</p>	<p><b>1. Draft-</b> 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><b>*YouTube video-</b> <a href="#">Writing a Rough Draft - YouTube</a> The student will match the 4 concepts about the RADaR strategy with its description.</p> <p><b>2. Revising-</b> Use the <b>RADaR strategy</b> for this step: The Revision RADaR strategy is a tool that can help you conduct a focused revision of your work.</p> <p><b>Replace</b> – What words could I replace?  <b>Add</b> – What words could I add?  <b>Delete</b> – What words might I delete?  <b>AND</b>  <b>Reorder</b> – Should I reorder anything?</p> <p>Source-  <a href="#">Webinar_Handout_RevisionRadarStrategy_030916.pdf (floridaipdae.org)</a>  <a href="#">radar.pdf (weebly.com)</a></p>

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	The student will complete a concept map to identify the ways in which editing can be done.	The student will share their draft with a classmate so they can do the peer editing.	The student will be courteous and sensitive while giving feedback to each other	<p><b>Editing-</b> Peer editing using a checklist.</p> <p><b>Handout-</b>  <a href="#">Proofreading Marks: Ten-Minute Grammar Unit #1 by Arik Durfee   TpT (teacherspayteachers.com)</a></p> <p><b>Digital version-</b>  <a href="#">Editing Checklist.pdf (readwritethink.org)</a></p> <p><b>Printable version-</b>  <a href="#">Peer and Self Editing Checklist by Ms Classy   Teachers Pay Teachers</a></p> <p>YouTube video- <a href="#">Peer Editing - YouTube</a></p>