



PUERTO RICO GOVERNMENT
DEPARTAMENT OF EDUCATION
ENGLISH PROGRAM

ENGLISH PROGRAM ESSENTIAL COMPETENCIES



2021-2022

**ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM
GRADE: 4th**

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)
Expectation: 4.LA.1 Demonstrate command of English grammar and usage when writing or speaking	The student will construct simple sentences (3-5 words) to develop a paragraph.	The student will write four sentences to answer: What do you do to calm yourself down when angry, sad or afraid?	The student will know how to act when mood changes.	1.You tube Video: Writing Week 2_ Complete sentence Practice TBCSC 4 th Grade https://www.youtube.com/watch?v=otaLy5_1tvU 2) Answer in a complete sentence: (4sentences) What is your favorite part of school day?
Expectation: 4.LA.1j Use abstract nouns to convey an idea, emotion or feeling (e.g., freedom, happiness)	The student will use abstract nouns to convey an idea, emotions or feelings.	The student will match the emotions (feelings) words with the illustration.	The student will show kindness and learn to respect differences.	1) YouTube Video: Feelings and Emotions Vocabulary/Easy English https://www.youtube.com/watch?v=7uY2HrQ9qQ8 2) Share emotion words with a family member try to learn

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				correct pronunciation and spelling.
Expectation: 4.LA.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing	The student will demonstrate command of the conventions of English capitalization, punctuation, and spelling.	The student will answer questions using correct capitalization, punctuation and spelling.	The student will learn the importance of using correct punctuation when writing.	1) Describe your favorite Super hero. Write five sentences 2) Draw your favorite super hero & describe him or her (use the provided WEB graphic organizer)
Expectation 4.LA.2b Use commas and quotation marks to mark direct speech and quotations from a text.	The student will use commas and quotation marks.	The student will re-write (edit) sentences with errors, using commas and quotation marks correctly.	The student will promote the correct use of punctuation in a sentence.	1) YouTube Video: Punctuation Intro: to Speech marks Discovery Education https://www.youtube.com/watch?v=6-YFmLctwDY 2) Technology integration-

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				<p data-bbox="1633 509 1990 756"> Create Comics Online Comix Maker Comic Strips Comic Generator (makebeliefscomix.com) </p> <p data-bbox="1537 769 1976 928"> Comic Strip- The student will choose a topic and create a dialogue between family members. </p>

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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:</p> <p>4.LA.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)</p>	<p>The student will order adjectives within a sentence.</p>	<p>The student will order adjectives within sentences (using flashcards).</p>	<p>The student will contribute actively and motivate others in learning new describing words</p>	<p>1) Create a flip book with the different types of adjectives in the correct order.</p> <p>2) Write sentences describing each family member – Use correct spelling and remember to order adjectives correctly within the sentences.</p>
<p>Expectation:</p> <p>4.LA.2d Consult reference materials, including dictionaries, as needed to</p>	<p>The student will consult reference materials (dictionaries).</p>	<p>The student will work with a partner and use a dictionary to check and correct spelling of a list of words provided by the teacher.</p>	<p>The student will show a positive attitude when working in pairs.</p>	<p>1) Use Google Translator to look up the meanings of personality adjectives</p> <p>2) YouTube Video How to look in the dictionary Creators 365</p>

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check and correct spellings, alphabetizing by the entire word, as necessary				https://www.youtube.com/watch?v=r_NyZq-qDh4
Expectation: 4.LA.4a Use sentence-level context as a clue to the meaning of a word or phrase.	The student will be able to determine the meaning of words and phrases in a grade appropriate text.	After reading a non-fiction text the student will be able to use sentence-level context as a clue to the meaning of a word or phrase and use it to define the meaning of the word or phrase.	The student will show positive attitude towards learning English	1) YouTube Video: Context Clues Mc Graw Hill K-12 https://www.youtube.com/watch?v=6spWj70I3x0 2) The student chooses an article in the San Juan Star <ul style="list-style-type: none"> - Make a list of unfamiliar words - Find word “clues” in text (use a highlighter) to determine the meaning of the words.

ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM

GRADE: 4th

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:</p> <p>4.L.1 Listen and interact with peers during social interactions, read-alouds, oral presentations, and class, group, and partner discussions</p>	<p>The student will listen and interact during a read aloud.</p>	<p>The student will listen to a read aloud and interact with a partner by asking and answering questions formulated by the students.</p>	<p>The student will engage with the story, be respectful during the oral discussion.</p> <p>(remember to set rules and model)</p>	<p>1) YouTube Video: eSparklearningvideos Ask and answer questions https://www.youtube.com/watch?v=7C8CZjcnlq4</p> <p>2) After watching their favorite show, the student will interact with a family member by asking questions about the show. (orally)</p>
<p>Expectation:</p> <p>4.L.1 Listen and interact with peers during social interactions, read-alouds, oral presentations, and class, group, and partner discussions</p>	<p>The student will listen & interact during an oral presentation.</p>	<p>During an oral presentation the student will listen and interact by asking and answering questions to the presenter.</p>	<p>The student will engage with the story, show tolerance and be respectful during the discussion.</p> <p>(remember to set rules and model).</p>	<p>1) YouTube Video: eSparklearningvideos Ask and answer questions https://www.youtube.com/watch?v=7C8CZjcnlq4</p> <p>2) The student will share his/her oral presentation with family members. The student will interact with family</p>

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				members by asking and answering questions.
Expectation: 4.L.1a Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasons using personal experience and some textual evidence.	The student listens attentively and stays focused.	During a read aloud the student will listen attentively, ask and answer detailed questions using some textual evidence.	The student will engage with the story, show tolerance and be respectful during discussions.	1) YouTube Video: eSparklearningvideos Ask and answer questions https://www.youtube.com/watch?v=7C8CZjcnlq4 2) The student will read to a family member an article from the newspaper. - ask and answer questions – using the article to answer questions.
Expectation: 4.L.1a Listen attentively, stay focused, ask/answer detailed	The student will listen and express appropriate reasons using personal experience.	Student will read an article from the newspaper and react using their personal experience.	The student shows interest to share his own experiences and how valuable it is when to learning a new language.	Share Time: the student will read to his parents the same article read in class and gather parents' personal experiences about the article.

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questions, and express appropriate reasons using personal experience and some textual evidence.				

ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM

GRADE: 4th

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:</p> <p>4.R.1 asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p>	<p>The student will demonstrate understanding of text</p>	<p>After listening to the story, the student will ask and answer questions to demonstrate understanding of the story.</p>	<p>The student will reflect on being respectful when working independently</p>	<p>Kindness is my Superpower by Alicia Ortego https://www.youtube.com/watch?v=6P-Y_M9q7RM</p>
<p>Expectation:</p> <p>4.R.4L Determine the meaning of words and phrases as they are used in a literary text, distinguishing</p>	<p>The student will determine the meaning of words and phrases as they are used in a literary text,</p>	<p>After reading a poem, the student will distinguish between words or phrases used literally or figuratively and their meaning.</p>	<p>The student will know how to act when mood changes</p>	<p>Students write in their journals what makes you happy- ask your mom or dad, What makes them happy?</p>

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literal from nonliteral language				
<p>Expectation:</p> <p>4.R.1 Recognize fact vs. Opinion</p> <p>Expectation:</p> <p>4.R.1 asking and answering questions to demonstrate understanding of a text, referring explicitly to the text</p>	<p>The student will recognize fact vs. opinion</p> <p>The student will ask and answer questions to demonstrate understanding of a text</p>	<p>After reading the text the student will identify the facts and opinions Features using a Venn Diagram</p> <p>After listening to the story, student will demonstrate reading comprehension by asking and answering questions referring</p>	<p>The student will respect each other's opinions</p> <p>The student will be able to understand what is heard, read or written.</p>	<p>Students survey family members. What is your favorite color and why?</p> <p>Student will complete a survey What is your favorite pet to have? Why?</p> <p>Student will demonstrate an act of kindness around home– this weekend write it down in your notebook. Ask your parents how you can help around the house. (Try to practice your English) This weekend I</p>

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as the basis for the answers		explicitly to the text.		

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<p>Expectation:</p> <p>4.R.1 (fiction vs. nonfiction) as well as facts/supporting details from the texts.</p> <p>Expectation:</p> <p>4.R.3L Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>The student will fiction vs. nonfiction.</p> <p>The student will describe characters in a story</p>	<p>The student will be able to identify and contrast works of fiction and works of nonfiction using a T-Chart</p> <p>After reading student will describe the characters using a graphic organizer Use evidence from the text to describe a character.</p>	<p>The student will learn to love him/herself – self love work out your limitations</p> <p>The student will understanding & accepting personality differences</p>	<p>Fiction vs Non Fiction song: https://www.youtube.com/watch?v=7RRPqkPnRl8</p> <p>Youtube Video: Clifford the Big Red Dog (2021) Official Trailer -Paramount Pictures https://www.youtube.com/watch?v=4zH5iYM4wJo Contrast your pet to the pet in this movie (nonfiction vs Fiction) use a T chart</p> <p>1) Youtube Video: Describing Characters by: Teaching independent learners https://www.youtube.com/watch?v=xKE_F_15FzQ</p> <p>2) Student will use a graphic organizer to describe a family member (use the character traits list)</p>

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<p>Expectation:</p> <p>4.R.4L Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.</p> <p>Expectation:</p> <p>4.R.4L Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.</p>	<p>The student will determine the meaning of words or phrases, using context as a clue</p> <p>The student will distinguish literal from nonliteral language.</p>	<p>The student will choose a word or a phrase that provides context for determining the meaning of the word in a literary text by highlighting it with a yellow marker</p> <p>After reading a paragraph the student will understand & identify literal & nonliteral language in the story.</p>	<p>The student will know how to be careful with your choice of words when speaking. (name calling, belittling) Verbal and nonverbal tone</p> <p>The student will know how to be careful with your choice of words when speaking. (name calling, belittling) Verbal and nonverbal tone</p>	<p>1) Describe your favorite Super hero Write five sentences</p> <p>2) Draw your favorite super hero & describe him or her (use the provided WEB graphic organizer)</p> <p>Ask your parents if they can help you think about Literal – non literal phrases in Spanish- write them down in your notebook so you can share in class Example: Yo iba con el corazón en la mano Meaning I was very nervous - worried</p>

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<p>Expectation:</p> <p>4.R.1 Asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p>	<p>The student will asking and answering questions to demonstrate understanding of a text</p>	<p>After reading a short story, the student will answer questions by identifying and circling information within the text that answers the question.</p>	<p>The student will value the love for reading. The student knows that reading enhances our communication skills and it helps to reduce stress</p>	

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<p>Expectation: 4.R.2I Determine the main idea of an informational text; recount the key details and explain how they support the main idea</p>	<p>The student will determine the main idea of an informational Text</p>	<p>After reading, the text student will be able to determine (write) the main idea of the text.</p>	<p>The student knows that reading enhances our communication skills and it helps to reduce stress</p>	<p>YOUTUBE VIDEO: Main Idea for Kids Mind Blooming https://www.youtube.com/watch?v=xJGQIYU_xhs Main Idea: eSparklearningvideos https://www.youtube.com/watch?v=C1W46goOpu0</p>
<p>Expectation: 4.R.2I Determine the main idea of an informational text; recount the key details and explain how they support the main idea</p>	<p>The student will recount the key details and explain how they support the main idea</p>	<p>After reading the text the student will determine the main idea and look for 2 supporting details</p>	<p>The student will be aware of what it means to take care of our Oceans</p>	<p>YouTube Viseo: Read Aloud Dolphins by Melissa Steward – Mrs. Tempel’s Storytime https://www.youtube.com/watch?v=h3HtDZc1w3Q After watching the video: Write 2 details of the dolphin calf Write 2 details about where do dolphins live</p>

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Expectation: 4.R.6L Distinguish their own point of view from the author, narrator, or the characters in a literary text	The student will distinguish their own point of view from the authors	After reading a story the student will distinguish his point of view from the author's point of view	The students will encouraged on how to be willing to listen to other's point of view.	You Tube: Author's Point of View Kami Oldenback https://www.youtube.com/watch?v=gOiDV9rxRbY What is the author's point of view in the text about Dolphins we read yesterday?

**ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM
GRADE: FOURTH**

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:</p> <p>4.S.1 Contribute to class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information</p>	<p>The student will contribute to class, group and partner discussions by following rules.</p>	<p>The students will be able to respond to questions from classmates and teacher, ask questions and participate in discussion.</p>	<p>The student will wait for turn to speak and respect each other responds.</p>	<p>The student will ask a family member: What is your favorite movie? Why? Then the family member asks the student the same questions.</p>
<p>Expectation:</p> <p>4.S.2 Demonstrate formal greetings, retell texts, and recount experiences, using increasingly detailed complete sentences.</p>	<p>The student will demonstrate formal greetings.</p>	<p>After listening to a video about greeting expressions, the student will use these greetings. expressions with a partner. (dialogue)</p>	<p>The student will reflect on being respectful when talking to classmates and adults</p>	<p>YouTube Video: English Singing https://www.youtube.com/watch?v=Fw0rdSHzWFY Practice greeting expressions with family members</p> <p>YouTube Video: K12-Introducing yourself TPK Learning https://www.youtube.com/watch?v=dTaz4vnUk3s</p>

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)
Expectation: 4.S.2 Demonstrate formal greetings, retell texts, and recount experiences, using increasingly detailed complete sentences.	The student recounts personal experiences.	The student will talk to the class (10 mins or more) about his/her favorite or imp. Thing or event. Use scripted questions if needed (blog.Teacherspayteachers.com)	The student knows how to relax and lower anxiety to speak in front of the classroom. (Make sure you speak with your students about this beforehand and give strategies to cope with anxiety)	The student practices in front of family member his/her “Share Time”
Expectation: 4.S.2 Demonstrate formal greetings, retell texts, and recount experiences, using increasingly detailed complete sentences.	The student will retell texts	After reading a text the student will retell key details of the text orally and in complete sentences. (You could incorporate it in your daily routine)	The student knows how to relax and lower anxiety to speak in front of the classroom (Make sure you speak with your students about this beforehand and give strategies to cope with anxiety)	The student recounts “my day at school” to a family member. (during class, at recess, on your way home etc...)

NOTE: Before you have your students speak in front of the classroom, give them strategies to cope with anxiety. (The Atlantic: Teens Are Protesting In-Class Presentations by Taylor Lorenz.)

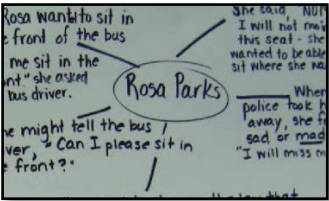
ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM
GRADE: 4th

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>4.W.1 Offer and support ideas, attitudes, and opinions, providing concise reasoning about an event, experience or reading using text evidence or adding relevant background knowledge about the subject matter</p>	<p>The student will write an opinion of a particular event.</p>	<p>Student will write simple composition about when schools should start.</p>	<p>The student will learn how to respond to questions in a respectful manner.</p>	<p>1) Clarendon Learning https://www.youtube.com/watch?v=AS0SuV_Flcg</p> <p>2) Select one of the three topics and write a simple composition: 1. Should students use uniforms? 2. Write about your favorite holiday. 3. Talk about your happiest memory.</p> <p>Internet Resource: Brainstorm https://www.youtube.com/watch?v=QXuH6TUMwlg Introduction https://www.youtube.com/watch?v=5djA8aVRpFI Writing Steps https://www.youtube.com/watch?v=wVjflwMpQT8 Revising Steps https://www.youtube.com/watch?v=hbG1Xtq355Y</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)
Expectation: 4.W.1a Balance statements with modal verbal expressions that show mood or uncertainty	The student will balance statements with modal verbal expressions	The student will identify the modal verbal expression in a sentence and write sentences using them.	The student will learn courtesy expressions	1) YouTube Video: https://www.youtube.com/watch?v=qsxz2tQV0tM 2) Make a list of all the modal verbal expressions used in the video
Expectation: 4.W.3 Write to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences and using transitional words and other cohesive	The student will write about real or imagined experiences or events	The student will write 5 sentences about a personal experience (COVID 19 - summer)	The student will share and express thoughts, experiences and memories	1) You Tube Video Wonder Woman 1984 Diane takes the Amazon Games WB INC. https://www.youtube.com/watch?v=u1NImFa0-68 2) Ask your parents about thing you did when you were a baby-toddler. Write sentences using Transitional words learned in class.

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devices to better organize writing.				
Expectation: 4.W.4 Focus on a topic and strengthen writing as needed by revising and editing .	The student writes, about a topic; revises and edit as needed	After the oral discussion, the student will write five sentences about it.	The student learns how to express feelings and thoughts to make a point.	What do you think about Learning a second language? Write five sentences in your notebook or write about your favorite topic
Expectation: 4.W.5 Use a variety of digital tools to produce and publish writing, including in collaboration with peers	The student uses his/her laptop to write and write	The student works with a classmate - uses his/her laptop to write about favorite topic – revise – edit and print	The student will learn how technology is a great tool for writing.	<ol style="list-style-type: none"> 1. Read aloud the paragraph you wrote in class Record yourself with your phone. 2. Write about your about your favorite food and present the composition orally. 3. Write about how to prepare a sandwich and present the process orally.

ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM
GRADE: 4th

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>4.W.8 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific tasks, purposes, and audiences</p>	<p>The student writes routinely over an extended time frame</p>	<p>After the oral discussion on how to choose a topic, the student will be able to write and do draw about the chosen topic.</p>	<p>The student will learn how written work is a reflection of what you are... Be proud of your work. Believe in hard work.</p>	<p>Try at home the Storyboard. Storyboard is a sequence of drawing about an event, stories, videos and other similar project. Steps in using storyboard.</p> <ol style="list-style-type: none"> 1. Brainstorm using a web  <ol style="list-style-type: none"> 2. Make a list of the key words from the word web. 3. Download the template and for each event draw a simple drawing and describe what that scene is about. <p>https://assets.imagineforest.com/blog/wp-content/uploads/2015/07/Free-Storyboard-Template.pdf</p>