



PUERTO RICO GOVERNMENT
DEPARTAMENT OF EDUCATION
ENGLISH PROGRAM

ENGLISH PROGRAM ESSENTIAL COMPETENCIES



2021-2022

ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM
GRADE: 3rd

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>3.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 interacts with partner after read-alouds.</p>	<p>The student will listen to the teacher give instructions. Students draw whatever the teacher says on a piece of paper or notebook. (e.g., draw a big, yellow sun). Students then compare final outcome with each other.</p>	<p>The student will are respectful towards each others unique style.</p>	<ol style="list-style-type: none"> 1. Student listens to a song in English. Students write down the name and singer of the song. 2. Student draws a picture of what he or she understands from the song.

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<p>Expectation:</p> <p>3.L.1a Ask and answer detailed questions that stimulate conversation.</p>	<p>The student will answer questions that stimulate conversation.</p>	<p>The student will participate in a debate. Student takes turns answering the question "What is your favorite day of the week and why?" Students answer the question and also asks peers questions.</p>	<p>The student will learn the value and importance of taking turns.</p>	<ol style="list-style-type: none"> 1. Student practices dialogue at home with a family member on what the favorite day of the week should be and why using everything practiced in the classroom.

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<p>Expectation:</p> <p>3.LA.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</p>	<p>The student will add suffixes to base words.</p>	<p>The student will match the base word with the correct suffix to create a new word.</p>	<p>The student will gain independence when learning new vocabulary.</p>	<p>1. Student uses suffixes learned in class and write eight sentences where the word is correctly used.</p> <p>Internet Resource: https://www.englishworksheetsland.com/grade3/readfoundation/1/2baseword.pdf</p>
<p>Expectation: 3.LA.4b Use context clues to help determine the meaning of a word or phrase.</p>	<p>The student will use context clues to determine the meaning of unfamiliar words.</p>	<p>The student will learn the five ways to check for context clues (definition, synonym, antonym, example and inference).</p>	<p>The student will value the acquisition of understanding context clues.</p>	<p>1. Student reads a variety of sentences, looks for context clues, and sorts them into definition, synonym, antonym, example or inference.</p> <p>2. Students practice using given sentences to find meaning of unknown words.</p>

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<p>Expectation: 3. LA.1f Form and apply the simple present, past, and future (e.g., I walk, I walked, I will walk) verb tenses.</p>	<p>The student will apply present, past, and future verb tenses.</p>	<p>The student will work with a variety of verbs and create a table writing the simple present, past, and future tenses of each work.</p>	<p>The student will value teamwork in order to achieve a goal.</p>	<ol style="list-style-type: none"> 1. Student organizes a variety of words in the correct tense. (e.g., walked-past tense)
<p>Expectation: 3.LA.1a Use nouns and adjectives in increasingly complex grammatically correct sentences.</p>	<p>The student will use nouns and adjectives in sentences correctly.</p>	<p>The student will work on an investigation article on a topic of choice. Students compose an article correctly using nouns and adjectives.</p>	<p>The student will appreciate grammar usage in sentences.</p>	<ol style="list-style-type: none"> 1. Student correctly uses nouns and adjectives when writing a series of sentences to expand on a certain topic of interest.

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<p>Expectation:</p> <p>3.LA.4c Use the most frequently occurring suffixes (e.g., -s, -ed, -ing, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>The student will use suffixes as a clue to understand the meaning of an unknown word.</p>	<p>The student will work collaboratively to create as many new words using common prefixes and suffixes.</p>	<p>The student will respect each other's thoughts and ideas.</p>	<ol style="list-style-type: none"> 1. Student uses a worksheet to effectively create new words using base words and suffixes provided.
<p>Expectation:</p> <p>3.LA.4e Identify frequently occurring root words (e.g., look) and their inflectional form (e.g., looks, looked, looking).</p>	<p>The student will identify frequently occurring root words.</p>	<p>The student will construct words by matching base words and suffixes and identify them based on definitions provided by the teacher.</p>	<p>The student will reflect on acquired knowledge.</p>	<ol style="list-style-type: none"> 1. Student creates a game. Students write root words on some cards and suffixes on others. 2. Students place cards face down and begin randomly flipping two cards and verify if the root and suffix form a correct new word.

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<p>Expectation:</p> <p>3.LA.2 Demonstrate the command of conventions of English capitalization, punctuation, and spelling when writing.</p>	<p>The student will use correct capitalization, punctuation, and spelling when writing.</p>	<p>The student will work with a series of sentences given to edit. Students read each sentence and make any capitalization or punctuation corrections needed using spelling rules.</p>	<p>The student will work in an organized matter and focus on the work given.</p>	<ol style="list-style-type: none"> 1. Student uses an illustration given and write 7 sentences describing the illustration paying close attention to spelling, capitalization, and punctuation rules.

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<p>Expectation:</p> <p>3.R.FS.12a Identify and know the meaning of the most common prefixes and suffixes.</p>	<p>The student will know the meaning of common prefixes and suffixes.</p>	<p>After reviewing the prefixes dis-, re-, un-, and pre-, the student will play a game where they determine if a variety of combinations are real (real words) or imposters (not real) in order to practice.</p>	<p>The student will motivate each other on learning more about prefixes.</p>	<p>1. Student uses a list of root words and prefixes to properly create a new list of words. Students write one sentence for each word.</p>
<p>Expectation:</p> <p>3.R.1 Recognize fact vs. opinion</p>	<p>The student will distinguish fact and opinion.</p>	<p>The student will read a variety of sentences provided by the teacher and determine if the sentence written is a fact or an opinion.</p>	<p>The student will demonstrate a positive attitude towards learning facts and opinions.</p>	<p>1. Student is given topics or themes (e.g., spiders, video games, etc.) and write a sentence for each one given. One sentence is a fact, the other, an opinion. (e.g. Dogs are domestic animals. Dogs are the best pet.)</p>

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<p>Expectation:</p> <p>3.R.FS.12c Read increasing number of questions and adding relevant information. Read increasing number of irregularly spelled words fluently.</p>	<p>The student will reads irregularly spelled words fluently.</p>	<p>The student will work in pairs with a list of irregularly spelled words. Students take turns reading, spelling, and using those words correctly in sentences.</p>	<p>The student will reflect on importance of reading and spelling correctly in English.</p>	<ol style="list-style-type: none"> 1. Student inserts correctly irregularly spelled words in sentences. 2. Student practices reading and spelling words.
<p>Expectation:</p> <p>3.R.FS.12c Read increasing number of questions and adding relevant information. Read increasing number of irregularly spelled words fluently.</p>	<p>The student will answer questions from a reading selection</p>	<p>The student will read a short story and correctly answer comprehension questions.</p>	<p>The student will reflect on importance of reading and spelling correctly in English.</p>	<ol style="list-style-type: none"> 1. Student takes turns reading, spelling, and using those words correctly in sentences. 2. Student can use the dictionary to revise spelling and meaning of a word. 3. Internet Resource: https://www.k5learning.com/reading-comprehension-worksheets/third-grade-3/childrens-stories

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<p>Expectation:</p> <p>3.R.FS.11 Identify sounds (phonemes), syllables and words.</p>	<p>The student will correctly identify syllables in words.</p>	<p>The student will work in pairs with a list of different words, some long, some short. Students take turns pronouncing the word and writing down how many syllables each word has.</p>	<p>The student will act as peer educators and reinforce positive behavior when practicing a skill.</p>	<p>1. Student works with a variety of words, divide them correctly into syllables, and write down how many syllables each word has in order to reinforce classroom learning.</p>
<p>Expectation:</p> <p>3.R.2L Recount stories, including fables and folktales from diverse cultures, and determine main idea, lesson, or moral.</p>	<p>The student will recount fables and determine main idea, lesson, or moral.</p>	<p>The student will read a fable with the teacher. Students work together to identify the main idea and moral of the fable. Fable is discussed in class.</p>	<p>The student will be observant of the lessons and morals found in fables and other stories.</p>	<p>1. Student works at home looking for a fable of his/ her choice. Student summarizes fable and writes the moral of that specific fable. Student can make a drawing of a favorite scene in the fable.</p>

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<p>Expectation:</p> <p>3.R.1 Asking and answering such questions as who, what, when, where, why, and how to demonstrate understanding of key details in a text.</p>	<p>The student will use the 5W's and 1H questions while reading a text.</p>	<p>The student will read a variety of short articles with the teacher and begin looking for and sorting answers as to who, what, when, where, why and how.</p>	<p>The student will show support for each others opinions.</p>	<ol style="list-style-type: none"> 1. Student reads a newspaper article in English and looks for the answers to who, what, when, where, why, and how.

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<p>Expectation:</p> <p>3.R.5I Use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in an informational text efficiently.</p>	<p>The student will use text features to locate key facts in an informational text.</p>	<p>The student will learn various parts of a magazine or newspaper article and along with a worksheet, correctly identify ad understand the function of each part.</p>	<p>The student will value the importance of every part of an article.</p>	<ol style="list-style-type: none"> 1. Student looks through magazines or newspapers found at home. 2. Students choose a specific page and identify each part of the text. (e.g., heading, caption, title, etc.)

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<p>Expectation:</p> <p>3.R.6I</p> <p>Identify the main purpose of an informational text, including what the author wants to answer, explain, or describe.</p>	<p>The student will use text features and the structure of text to summarize key details, analyzing what the author's purpose was for the text.</p>	<p>The student will identify main idea (repetition of words, reading first and last sentence, etc.).</p> <p>Students read a short selection and using techniques provided, identify the main idea.</p>	<p>The student will work with positivity to properly find the main idea in selections.</p>	<ol style="list-style-type: none"> 1. Student reads a short story selection and identifies any repeated words along with searching for any important sentences. 2. Student identifies the main idea and summarizes text. 3. Internet Resource: <p>https://www.aldenschools.org/cms/lib/NY01813497/Centricity/Domain/575/Enemy%20Pie.pdf</p> <p>https://storylineonline.net/books/enemy-pie/</p>

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<p>Expectation:</p> <p>3.R.7L Use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting, or plot.</p>	<p>The student will understand story elements using illustrations.</p>	<p>The student will observe illustrations in a story and infer characters, setting, plot, etc. by using visual cues.</p>	<p>The student will take pride in understanding how to use visual aides to help comprehension.</p>	<p>1. Student uses a short story with illustrations and writes down who he/she thinks the characters are, where the story takes place, and what might happen in the story (infer).</p>
<p>Expectation:</p> <p>3.R.9L Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors, from different cultures, or from different time periods.</p>	<p>The student will compare and contrast two or more versions of the same story.</p>	<p>The student will analyze two different versions of a story or fairy tale. Students do a think-pair-share of how the stories are alike or different.</p>	<p>The student will value each other's work and opinion.</p>	<p>1. Student completes a chart or Venn Diagram to compare and contrast the two versions of a story or fairy tale read in class.</p>

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<p>Expectation:</p> <p>3.R.9I Compare and contrast the most important points presented by two informational texts on the same topic.</p>	<p>The student will compare and contrasts two informational texts.</p>	<p>The student will work in groups reading to informational texts on the same topic. Students work with a Venn Diagram to properly compare and contrast both texts correctly.</p>	<p>The student will use teamwork and respect each other's opinions.</p>	<ol style="list-style-type: none"> Using the texts read in class, the student writes a short paragraph on how the two texts are same and how they are different. This practice will improve META-PR scores.