



PUERTO RICO GOVERNMENT
DEPARTAMENT OF EDUCATION
ENGLISH PROGRAM

ENGLISH PROGRAM ESSENTIAL COMPETENCIES



2021-2022

**ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM
GRADE: 2nd**

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 student's model?	Resources Bank -Reinforcement of skills for the home (Activities)
<p>Expectation:</p> <p>2.LA.1a Use collective nouns (e.g., group) and possessive nouns.</p>	<p>The student will be able to identify and use collective nouns in complete sentences.</p>	<p>The student will use collective nouns to write a series of sentences correctly (e.g., I ate the whole bowl of cereal).</p>	<p>The student will appreciate newly acquired words.</p>	<ol style="list-style-type: none"> 1. Student is given a series of collective nouns with which they produce sentences properly utilizing each noun.
<p>Expectation:</p> <p>2.LA.1c Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)</p>	<p>The student will be able to form and use the past tense of frequently occurring irregular verbs.</p>	<p>The student will present with a series of verbs in the present tense. Students write the past tense of each verb and identifies each verb as regular or irregular.</p>	<p>The student will be attentive and provide positive feedback towards others.</p>	<ol style="list-style-type: none"> 1. Student creates 10 sentences using the past tense of verbs provided. 2. Student identifies each verb as regular or irregular.

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<p>Expectation:</p> <p>2.LA.2 Demonstrate the command of the conventions of English capitalization, punctuation, and spelling when writing.</p>	<p>The student will demonstrate command of conventions of punctuation when writing.</p>	<p>The student will learn types of sentences and adds the correct punctuation mark at the end of a series of sentences provided by the teacher.</p>	<p>The student will use teamwork while learning new skills.</p>	<ol style="list-style-type: none"> 1. The student will rewrite sentences provided by capitalizing when needed and adding the correct punctuation at the end.
<p>Expectation:</p> <p>2.LA.2g Consult reference materials, including dictionaries as needed to check and correct spellings, using the ability to alphabetize by the first two letters.</p>	<p>The student will learn the steps necessary for alphabetizing as well as how to apply these steps to place words in alphabetical order.</p>	<p>Using vocabulary word, student will work in pairs to correctly organize the words in alphabetical order by the first two letters.</p>	<p>The student will acknowledge each other in the learning process.</p>	<ol style="list-style-type: none"> 1. Student uses a set of words given and correctly organizes the words in alphabetical order using the first two letters of each word.

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<p>Expectation:</p> <p>2.LA.4c Use the root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)</p>	<p>The student will determine the meaning of unknown words by using familiar root words.</p>	<p>The student will use the root word knowledge to properly combine with a prefix or suffix given. (e.g., un+happy=unhappy)</p>	<p>The student will be aware of the many meanings a word has and learn to be proud of distinguishing them.</p>	<ol style="list-style-type: none"> 1. Student writes the definition of a root word. 2. Student then adds a prefix or suffix and writes the new definition of the combined prefix or suffix and root word.

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<p>Expectation:</p> <p>2.LA.2f Use conventional spelling for grade appropriate words with common spelling patterns and for some irregular words.</p>	<p>The student will spell irregular words.</p>	<p>The student will write a series of given irregular words from the dolch list. Words are discussed and practice writing them use ladder practice. (e.g., bat)</p>	<p>The student will acquire new vocabulary.</p>	<ol style="list-style-type: none"> 1. Student matches present and past irregular verbs by using manipulatives. (e.g., legos with present and past tense verbs that can be matched together)
<p>Expectation:</p> <p>2.LA.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from an array of strategies.</p>	<p>The student will use context clues to determine meaning of unknown words.</p>	<p>The student will use context clues within the sentence in order to determine the meaning of the underlined unknown word.</p>	<p>The student will be aware of the many meanings a word has and learn to be proud of distinguishing them.</p>	<ol style="list-style-type: none"> 1. Student completes a worksheet with a short reading selection and unknown words in bold. 2. Student uses context clues to find the meaning of unknown words.

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<p>Expectation: 2.LA.4b Determine the meaning of the new word formed when a prefix is added to a known word (e.g., happy/unhappy, tell/retell)</p> <p>Expectation: 2.LA.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and connecting words (e.g., conjunctions like and because).</p>	<p>The student will use prefixes to determine new meanings of words.</p> <p>The student will use conjunctions to link simple sentences together.</p>	<p>The student will work in groups with the basic prefixes: mis-, dis- , un-, pre-, re- to properly understand the meaning of each prefix.</p> <p>The student will work in pairs writing sentences using conjunctions. Student writes the conjunction in color in order to show mastering of theme.</p>	<p>The student will understand and appreciate the origins of prefixes.</p> <p>The student will broaden their knowledge of conjunctions through practice.</p>	<ol style="list-style-type: none"> 1. Student reads a series of words. Student circles the prefix and underlines the root word in each sentence to prove undestandment of topic. 1. Student writes conjunctions on colored paper. 2. Student creates sentences using conjunctions by inserting the correct one in each sentence.

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<p>Expectation:</p> <p>2.R.1 Describe ideas, phenomena (e.g., how butterflies eat), in key details based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with light support.</p>	<p>The student will describe main idea and important events after reading a short story.</p>	<p>The student will reads a short story and correctly identify the main idea and key details to demonstrate comprehension.</p>	<p>The student will appreciate the importance of reading a story.</p>	<ol style="list-style-type: none"> 1. The student will create a drawing or comic strip showing the main idea of a given short story.

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<p>Expectation:</p> <p>2.R.FS.12a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>The student will identify the vowel sound as a long or short vowel sound in spoken single-syllable words.</p>	<p>The student will take turns reading a series of given words. Students pronounce the word correctly and classify as short vowel sound or long vowel sound.</p>	<p>The student will practice patience and taking turns during activities.</p>	<ol style="list-style-type: none"> 1. Student cuts up images of single syllable words with short and long vowel sounds and sort into two columns titled "short vowels" and "long vowels".
<p>Expectation:</p> <p>2.R.FS.12b Decode regularly spelled two-syllable words with long vowels.</p>	<p>The student will decode regularly spelled two-syllable words with long vowels.</p>	<p>The student will work collaboratively with a partner to separate a list of words into different long vowel sounds.</p>	<p>The student will practice discipline and respect while working together.</p>	<ol style="list-style-type: none"> 1. Student uses words given in class and writes a sentence for each one. 2. Students divide the words into syllables.

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<p>Expectation:</p> <p>2.R.2L Retell familiar stories, including key details.</p>	<p>The student will correctly retells a short story.</p>	<p>The student will write a five sentence paragraph briefly retelling a short story read in class. Students identify key details in the story.</p>	<p>The student will understand reading and become aware of its' importance.</p>	<ol style="list-style-type: none"> 1. Student puts together a short play or re-enactment of a short story which includes the key details and presents at home.
<p>Expectation:</p> <p>2.R.3L Describe characters, settings, and major events in a story, using key details.</p>	<p>The student will identifies story elements.</p>	<p>The student will read a short story. Students do a think-pair-share with a peer and show story elements found.</p>	<p>The student will respect each other while working together.</p>	<ol style="list-style-type: none"> 1. Student reads a short story and creates a list of story elements. (e.g., setting, characters, title, etc.)

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<p>Expectation: 2.R.6L Identify who is telling the story at various points in a text.</p>	<p>The student will determine who is telling the story at various points.</p>	<p>The student will work in pairs with a short story selection. Student fills in a t- chart for the speakers and they write what each speaker said. Student verifies if the story is in first, second or third point of view.</p>	<p>The student will use teamwork in order to achieve a goal.</p>	<ol style="list-style-type: none"> 1. Students read a short story and identify who is telling the story by using a chart and illustration. 2. Student identifies the correct point of view.

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<p>Expectation: 2.R.2l Identify the main topic and key details of an informational text.</p>	<p>The student will identify main idea and key details.</p>	<p>The student will practice reading short selections to later identify the correct main idea and key details within the selections using strategies shown by the teacher.</p>	<p>The student will appreciate the importance of understanding written selections.</p>	<ol style="list-style-type: none"> 1. Student reads a short story given. Student underlines the main idea in the story and circles or highlights the key details
<p>Expectation: 2.R.7 Use illustrations and details in a text to describe its characters, setting, events, or key ideas.</p>	<p>The student will draw to describe story elements.</p>	<p>The student will read a story and then break into groups. Students draw pictures to describe the setting and characters in the story.</p>	<p>The student will use teamwork and taking turns to help each other while performing a task.</p>	<ol style="list-style-type: none"> 1. Student reads a short story. 2. Student makes a comic strip presenting the story elements correctly. (e.g., setting, characters, plot)

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<p>Expectation: 2.R.3I Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.</p>	<p>The student will answer questions about key details in an informational text.</p>	<p>The student will a text with various characters. Student chooses two characters from the story and describe them both, making a connection between them and the story.</p>	<p>The student will understand and work to better reading skills.</p>	<ol style="list-style-type: none"> 1. Student compares and contrasts two characters from a reading selection. 2. Student identifies the main character in a story.

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<p>Expectation: 2.R.9I Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>The student will identify similarities and differences between two texts.</p>	<p>The student will read two informational texts. Student works in pairs and identify similarities and differences from the texts.</p>	<p>The student will understand and work to better reading skills.</p>	<ol style="list-style-type: none"> 1. Student creates a Venn Diagram describing the differences and similarities between two informational texts.

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<p>Expectation:</p> <p>2.W.1 Write to express feelings, familiar topics, experiences, and describe a picture; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.</p>	<p>The student will write to express feelings and describe pictures.</p>	<p>The student will describe ways to express emotions to show awareness of the feelings and needs of others by writing 3 sentences.</p>	<p>The student will compare their emotional responses with those of their peers.</p>	<ol style="list-style-type: none">1. Using an illustration, student writes four sentences describing the emotion that is visible in the illustration.

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<p>Expectation:</p> <p>2.W.2 Work independently and collaborate with peers to draw and write informational texts; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.</p>	<p>The student will work together to compose a text.</p>	<p>The student will work in pairs using grade-level vocabulary words provided and compose a text made of 5 sentences.</p>	<p>The student will listen with care when participating in conversations with classmates.</p>	<ol style="list-style-type: none"> 1. Student uses acquired vocabulary words to compose a short text about an important event writing a minimum of 5 sentences.
<p>Expectation:</p> <p>2.W.4 Respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>The student will use editing and revising process to strengthen writing.</p>	<p>The student will write about his/her favorite animal.</p> <p>The student will work together and use peer revising to better organize and develop writing.</p>	<p>The student will be empathetic with each other during writing process.</p>	<ol style="list-style-type: none"> 1. Student receives family help with revising writing about a favorite toy or object.

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<p>Expectation:</p> <p>2.W.5 Explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>The student will experience different types of tools in order to publish their writing.</p>	<p>The student will learn how to properly open and use Microsoft Word on their devices in order to pass written texts digitally and prepare for publishing.</p>	<p>The student will cultivate pride peers work.</p>	<ol style="list-style-type: none"> 1. Student uses provided digital device to digitally publish work through Microsoft Word. 2. Student revises and saves text written.