



PUERTO RICO GOVERNMENT  
DEPARTAMENT OF EDUCATION  
ENGLISH PROGRAM

## **ENGLISH PROGRAM ESSENTIAL COMPETENCIES**



**2021-2022**

# ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM

GRADE: First

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>1.LA.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.</p>	<p>The student will learn about the differences between lowercase and uppercase letters and some general rules about when each are used and why.</p>	<p>The student will work in pairs observing the surroundings and making a list of words. Student then observes and lists words that should be written with a capital letter versus those that should be in lowercase.</p>	<p>The student will work together as peers and value each others input.</p>	<p>1. Student looks around the house and correctly use upper and lowercase letters to create a list of observed items.</p>
<p>Expectation:</p> <p>1.LA.5 Demonstrate understanding of word relationships and differences in word meaning.</p>	<p>The student will practice categorize words and identify word relationships.</p>	<p>The student will work with a multiple-choice exercise where they choose the word that does not belong in the group of words. (e.g., dog,cat,cake)</p>	<p>The student will appreciate diversity.</p>	<p>1. Student works to correctly categorize a series of words. (e.g., separate in animals, transportation, etc.)</p>

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<p>Expectation: 1.LA.5a Sort and categorize words (e.g. colors, clothing) to show comprehension and define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)</p>	<p>The student will sort and categorize words (e.g. colors, clothing) to show comprehension.</p>	<p>The student will work with a series of illustrations from which they observe and mention the differences and similarities of the objects shown. (e.g., an orange, a ball, and an apple)</p>	<p>The student will appreciate the differences and similarities of their surroundings.</p>	<ol style="list-style-type: none"> <li>Using objects from around the house, the student compares and makes a list of similarities and differences of a group of objects chosen (e.g., toy cars, dolls, pillows, etc.</li> </ol>
<p>Expectation: 1.LA.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and content, choosing flexibility from an array of strategies.</p>	<p>The student will discuss the meanings of multiple-meaning words and phrases.</p>	<p>The student will work with a variety of words that have different meanings (e.g., bat, duck, orange, etc.).  The student will work in groups and discuss the different meanings.</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"> <li>Student creates a picture dictionary using the words given.</li> <li>Student draws or pastes a picture and writes the definition.</li> </ol>

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<p>Expectation:</p> <p>1.LA.1a Use common and proper nouns.</p>	<p>The student will differentiate between common and proper nouns as well as write those nouns correctly.</p>	<p>The student will present with a series of nouns. Student takes turns classifying nouns in common and proper.</p>	<p>The student will work together taking turns.</p>	<ol style="list-style-type: none"> <li>1. Student is given a list of nouns. Student classifies nouns into common and proper.</li> <li>2. Student writes three sentences with common nouns and 3 sentences with proper nouns.</li> </ol>

# ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM

GRADE: 1<sup>st</sup>

<b>Standard: Language</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:</p> <p>1.LA.1b Form singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop.)</p>	<p>The student will learn about singular and plural nouns and how they are used with different verbs in a sentence.</p>	<p>The student will identify singular nouns and place them correctly on a chart.</p> <p>Student then discusses plural nouns write those in the plural column. Last, they discuss sentences that they could create and orally share their sentence.</p>	<p>The student will show courtesy while taking turns discussing.</p>	<ol style="list-style-type: none"> <li>1. Student select a noun and writes down it's plural form.</li> <li>2. Student then writes a sentence using the plural form and illustrates the sentence.</li> </ol>
<p>Expectation:</p> <p>1.LA.4a Use context clues and illustrations to identify the meaning of unfamiliar words.</p>	<p>The student will be able to use context clues to identify words within different sentences.</p>	<p>The student will use picture books and observe pictures as context clues in order to identify a series of words.</p>	<p>The student will assist each other in the process of acquiring new skills.</p>	<ol style="list-style-type: none"> <li>1. Student reads a short story. Student circles unknown words and uses context clues to understand the meaning of the word.</li> </ol>

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<p>Expectation:</p> <p>1.LA.1c Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)</p>	<p>The student will learn how to use and identify different verbs and verb tenses, including the past, present, and future.</p>	<p>The student will work with a partner to write about a birthday party in the past, present, and future in order to practice using each ten</p> <p>The student will identify verbs and tell whether they are written in the past, present, or future tense.</p>	<p>The student will learn respect each others learning process.</p>	<p>1. The student reads a variety of sentences and circles the verb in each sentence. Student labels each verb p- past, pr- present, f-future.</p>
<p>Expectation:</p> <p>1.LA.1d Use frequently occurring adjectives.</p>	<p>The student will be able to define and identify an adjective, and correctly use adjectives.</p>	<p>The student will practice using adjectives to describe themselves, their classmates, and more by making a descriptor list.</p>	<p>The student will help each other and respect by taking and waiting for turns.</p>	<p>1. The student draws a picture and makes a list describing objects in the drawing correctly using adjectives.</p>

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<p>Expectation:</p> <p>1.LA.1e</p> <p>Consult reference materials including picture and standard dictionaries, as needed to check and correct spellings, using the ability to alphabetize by the first letter.</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 words given, the student will work in pairs to correctly organize the words in alphabetical order by the first letter.</p>	<p>The student will acknowledge each other in the learning process.</p>	<ol style="list-style-type: none"> <li>1. Student uses a set of words given and correctly organizes the words in alphabetical order using the first letter of each word.</li> </ol>

# ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM

GRADE: 1<sup>st</sup> Grade

<b>Standard: Listening</b>	<b>Conceptual competencies What should I know?</b>	<b>Procedural competencies What should you do?</b>	<b>Attitudinal skills -Knowing to be -Know how to act -What attitudes and values should the student's model?</b>	<b>Resources Bank -Reinforcement of skills for the home (Activities)</b>
<p>Expectation:</p> <p>1.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 interact with peers during show-and-tell.</p>	<p>The student will listen while peers talk about his/her favorite possession.</p>	<p>The student will practice respect to others.</p>	<ol style="list-style-type: none"> <li>1. Student asks family member to show favorite possession.</li> <li>2. Student listens and asks questions.</li> </ol>
<p>Expectation:</p> <p>1.L.1a Ask and answer questions appropriate to the topic and offer opinions in conversations using learned phrases and open responses.</p>	<p>The student will interact with other peers in conversation about a specific topic (e.g., my community, feelings).</p>	<p>The student will place in groups and given a specific topic to talk about.</p>	<p>The student will appreciate taking turns and listening while others speak.</p>	<ol style="list-style-type: none"> <li>1. Student makes a drawing showing how he/she feels, shows the drawing and engage in conversation with a family member about the emotions shown in the drawing.</li> </ol>





<b>Standard: Reading (Continuation)</b>	<b>Conceptual competencies What should I know?</b>	<b>Procedural competencies 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</p> <p>1.R.2I Identify the main topic and key details of an informational text that is read aloud.</p>	<p>The student will identify the main topic from pictures from a non-fiction text.</p>	<p>After demonstrating several pictures from a non-fiction text student will describe using details.</p>	<p>The student will develop a positive attitude towards reading.</p>	<ol style="list-style-type: none"> <li>Students will cut and paste pictures from a magazine or newspaper. Then they will describe in details what the picture.</li> </ol>
<p>Expectation</p> <p>1.R.2L Retell familiar stories, including key details.</p>	<p>The student will recall, order, and summarize a text.</p>	<p>The student will work in groups after reading a selection and discuss order of events.</p>	<p>The student will distinguish short goals for a positive outcome.</p>	<ol style="list-style-type: none"> <li>Student reads a story selection and creates a comic strip retelling the events that occurred in the reading.</li> <li>Student can do a brief summary of the selection.</li> </ol>

<b>Standard: Reading (Continuation)</b>	<b>Conceptual competencies What should I know?</b>	<b>Procedural competencies 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:</p> <p>1.R.7 Use illustrations (picture cues) to identify story's details within nursery rhymes, folk tales, and other texts.</p>	<p>The student will use pictures in texts to identify details.</p>	<p>The student will read nursery rhymes and use illustrations to identify details (e.g., pictures of objects or animals mentioned).</p>	<p>The student will a positive attitude towards reading.</p>	<ol style="list-style-type: none"> <li>1. Student reads and look for different nursery rhymes with help of family member.</li> <li>2. Student practices reading and/or singing the nursery rhyme (repetition).</li> </ol>
<p>Expectation:</p> <p>1.R.FS.11b Count, pronounce, blend and segment.</p>	<p>The student will produce word and counts, segments, and pronounces the syllables.</p>	<p>The student will produce word or pictures and he/she counts, segments, and pronounces the syllables for most words writing the amount of syllables in the notebook.</p>	<p>The student will value the importance of learning words.</p>	<ol style="list-style-type: none"> <li>1. Using the list of words given, student creates a hopscotch to play at home.</li> <li>2. Parent shows the word and student jumps the amount of syllables found in the word (e.g., bicycle has three syllables, student jumps to number three).</li> </ol>

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<p>Expectation:</p> <p>1.R.FS.11c Blend and segment onsets ( beginning sounds) and rhymes (combination of consonants and vowels that when used together make the same sound) of single-syllable spoken words.</p>	<p>The student will blend and identify a word that is stretched out into its component sounds.</p>	<p>The student will identify beginning, middle, and ending sound of rhyming words given. Students segment and read each word.</p>	<p>The student will show a positive attitude towards reading.</p>	<ol style="list-style-type: none"> <li>1. Student matches rhyming words, segment and read each word.</li> <li>2. Student identifies the beginning, middle, and ending sounds for each word.</li> </ol>
<p>Expectation:</p> <p>1.R.6L Identify who is telling the story (narrator, author, character).</p>	<p>The student will determine who is telling certain parts in a story.</p>	<p>The student will work in pairs with a short story selection.</p>	<p>The student will use teamwork in order to achieve a goal.</p>	<ol style="list-style-type: none"> <li>1. Student reads a short story and identifies who is telling the story by using a chart and illustration.</li> <li>2. Student can fill in a t-chart for the speakers and they write what each speaker said.</li> </ol>

# ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM

GRADE: 1<sup>st</sup>

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>1.S.1 Participate in class, group, partner discussions by listening attentively, following turn-taking rules, and asking questions with confidence about personal experience and texts using complete sentences.</p>	<p>The student will ask questions about a particular text using complete sentences.</p>	<p>The student will read a short story. Students formulate and ask questions about the text to show understanding.</p>	<p>The student will show appreciation for reading.</p>	<ol style="list-style-type: none"> <li>1. Student reads a story with a family member and explains the story in order to demonstrate story comprehension.</li> </ol>

<b>Standard: Speaking</b>	<b>Conceptual competences</b> <b>What should I know?</b>	<b>Procedural competences</b> <b>What should you do?</b>	<b>Attitudinal skills</b> <b>-Knowing to be</b> <b>-Know how to act</b> <b>-What attitudes and values should the students model?</b>	<b>Resources Bank</b> <b>-Reinforcement of skills for the home (Activities)</b>
<p>Expectation:</p> <p>1.S.2b Use words, phrases, and short sentences to express ideas for a variety of purposes (e.g., to communicate needs and desires, express feelings)</p>	<p>The student will express their feelings using short sentences.</p>	<p>The student will watch a video about feelings. Students talk about how they are feeling that day.</p>	<p>The student will show empathy towards feelings of their peers.</p>	<ol style="list-style-type: none"> <li>1. Student sings song "If you're happy and you know it". Student talks at home about how he or she is feeling.</li> </ol>

# ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM

GRADE: 1<sup>st</sup>

Standard: Writing	Conceptual competencies What should I know?	Procedural competencies 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>1.W.1 Write simple sentences and use illustrations to express opinions and feelings or describe a picture, person, or object.</p>	<p>The student will use illustrations to write simple sentences.</p>	<p>The student will use a variety of illustrations and write three simple sentences describing what they see.</p>	<p>The student will respect peer writing.</p>	<p>1. Student chooses an illustration and writes three simple sentences describing what he/she sees.</p>
<p>Expectation:</p> <p>1.W.2 Use a combination of copying, drawing and writing to compose short informational texts collaboratively with a teacher, peers, and with increasing independence.</p>	<p>The student will compose a text using a self-made drawing.</p>	<p>The student will make a drawing. Students write three sentences describing the drawing they made.</p>	<p>The student will value each other work and drawings.</p>	<p>1. Student draws a picture of his/her family. Student writes three sentences describing the drawing.</p>

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<p>Expectation:</p> <p>1.W.3 Use a combination of copying, drawing and writing to compose short literary texts collaboratively with a teacher, with peers, and with increasing independence.</p>	<p>The student will compose short literary text by copying, drawing and writing.</p>	<p>The student will work in groups to create a short story that will be shown in class.</p>	<p>The student will respect turns and learn collaboration.</p>	<p>1. Student composes short story with the aide of a family member working together.</p>
<p>Expectation:</p> <p>1.W.6 Participate in shared research and writing projects (e.g.; ABC books)</p>	<p>The student will create a vocabulary book.</p>	<p>The student will work in pairs with vocabulary provided to create a vocabulary book with definitions, examples, and illustrations.</p>	<p>The student will value peer help.</p>	<p>1. Students create an alphabet book at home. Students write the alphabet letter and draw a picture of something that begins with that letter.</p>