



PUERTO RICO GOVERNMENT
DEPARTMENT OF EDUCATION
ENGLISH PROGRAM

ENGLISH PROGRAM ESSENTIAL COMPETENCIES



2021-2022

ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM

GRADE: 5th

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: 5.LA.4a</p> <p>Use context clues and other strategies to help determine word meaning</p>	<p>The student determines the meaning of unfamiliar words</p>	<p>After reading a sentence the student uses context clues to determine the meaning of unfamiliar words.</p>		
<p>Expectation:5.LA.1a</p> <p>Use correctly and explain the function of prepositions in general and in particular sentences.</p>	<p>The student uses correctly and explains prepositions</p>	<p>The student will be able to identify and use prepositions to write complete sentences</p>		

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Expectation: 5.LA.1b Form and appropriately use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses	The student will form and use the perfect verb tense	After the lesson the student will be able identify incorrect and correct verb tense in a sentence.		
Expectation: 5.LA.1c Apply appropriate verb tense to convey various times, sequences, states, and conditions. Use of the linking verb and the helping verb	Apply app verb tenses (time	After reading on the line		
Expectation: 5.LA.1c Apply appropriate verb tense to convey various times, sequences, states, and conditions. Use of the linking verb and the helping verb	use of linking and helping verbs			

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<p>Expectation: 5.LA.5a</p> <p>Analyze and use figurative language, including similes and metaphors, appropriately.</p>	<p>The student will analyze figurative Language</p>	<p>After reading a poem the student will be able to identify and interpret similes.</p>		<p>The President and his wife arrived at the formal celebration. Her evening gown sparkled like a diamond.</p> <p>identify the simile and the interpretation in your notebook.</p>
<p>Expectation: 5.LA.5b</p> <p>Recognize and explain common idioms, sayings, and proverbs</p>	<p>The student will recognize and explain idioms.</p>	<p>The student will recognize and explain idioms THE MEANING OF IDIOMS by completing a matching activity given examples of idioms and their meanings.</p>		<p>Draw & color (in your notebook) this idiom: "from the bottom of my heart"</p>

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<p>Expectation: 5.LA.5c</p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>The student will use synonyms and antonyms</p>	<p>The student will be able to match words that are synonyms and words that are antonyms (flashcards)</p>		<p>Rewrite this paragraph but use a synonym for each time the word wonderful is used.</p> <p>The girl had a wonderful time at the dance. The music was wonderful. She wore a wonderful dress.</p>
<p>Expectation: 5.LA.5c</p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>The student will understand What are homophones</p>	<p>The student will recognize, define and discern homophones.</p>		

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Expectation: 5.LA.5d Apply coordinating conjunctions (e.g., and, but, for, nor, or, so) to illustrate subtle difference in meaning.				

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<p>Expectation: 5.L.1a</p> <p>Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasons about personal experience and text using complete sentences and correct grammar to express opinions or to clarify positions.</p>	<p>The student listens attentively & stays focused.</p>	<p>While the teacher reads aloud the student will:</p> <ul style="list-style-type: none"> a) listens and focuses b) asks and answers questions using complete sentences c) expresses opinions. 	<p>During a read aloud the student will respond to questions from classmates and teacher. Participate in the discussion. (orally)</p> <p>The shows a sense of community in the classroom.</p>	<p>YouTube Video: StudyWithKiki 12 Hacks to Pay Attention in Class https://www.youtube.com/watch?v=DT5xY_N_TxY</p> <p>Reading Rockts 20 Ways to Adapt Read Aloud By Paula Kluth & Kelly Chandler-Olcott https://www.readingrockets.org/article/20-ways-adapt-read-aloud-inclusive-classroom</p>

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<p>Expectation: 5.L.1a</p> <p>Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasons about personal experience and text using complete sentences and correct grammar to express opinions or to clarify positions.</p>	<p>The student will ask and answer questions.</p>	<p>During “Sharing Time” The student will ask and answer questions about a personal experience, in complete sentences.</p>	<p>The shows a sense of community in the classroom.</p>	<p>You Tube Video: Teaching Without Frills Ask & Answer Questions https://www.youtube.com/watch?v=C2fWZHaNugc</p>

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<p>Expectation: 5.L.1a</p> <p>Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasons about personal experience and text using complete sentences and correct grammar to express opinions or to clarify positions.</p>	<p>The student will ask and answer questions.</p>	<p>Presented a situation the student will use correct grammar to express opinions or to clarify positions. Using complete sentences.</p>	<p>The student understands and respects other opinions are valid too.</p>	<p>YouTube Video: Answering WHY Questions Miss Bri's Speech Channel https://www.youtube.com/watch?v=B8pgbCc2BUw</p>
<p>Expectation: 5.L.1d</p> <p>Listen and respond during read-aloud to a variety of narrative and informational texts to comprehend and identify main idea (nonfiction), character, and setting (fiction).</p>	<p>The student will listen and respond while reading aloud a nonfiction text.</p>	<p>The student listens and responds to a nonfiction read aloud with understanding. The student is able to be identifying the main idea.</p>	<p>The student waits for his/her turn to participate. Knows to follow turn-taking rules.</p>	<p>YouTube Video: PBIS Video Waiting Your Turn Ms. Mc Vey https://www.youtube.com/watch?v=NyU3BG0jRWw</p>

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<p>Expectation: 5.L1d</p> <p>Listen and respond during read-alouds to a variety of narrative and informational texts to comprehend and identify main idea (nonfiction), Character, and setting (fiction).</p>	<p>The student will listen and respond during read-aloud.</p>	<p>During a read aloud the student will respond and identify characters and setting.</p>	<p>The student will show empathy for the characters.</p>	<p>Think about the characters and the setting of a favorite movie you watched during the summer. (use your notebook) Name of the movie: Characters: Setting:</p>

Note: Before having oral discussions with your students: model what does it mean to listen attentively? Show to them what does it look like and Let them know what the rules are to follow. YouTube Video. https://www.youtube.com/watch?v=0nmJW_zExk0
Heartlines ZA Listening is a skill

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<p>Expectation: 5.R.1</p> <p>Use in depth critical reading of a variety of relevant texts Referring to details in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Student uses in depth critical reading when reading.</p>	<p>During the reading of a text the student will use "Marking the Text Strategies" make notes of key points & ideas in order to explain the main idea with supporting details. (Use highlighters).</p>		<ol style="list-style-type: none"> 1. Students will select a music lyric from a list provided by the teacher. The students will read and listen to the song and infer. 2. Students can select a picture from the newspaper or magazine, and then answer the question What is happening in the picture? Write a 5 sentences paragraph. 3. More information on Making Inferences https://www.youtube.com/watch?v=M3ZKbnBw7NY

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<p>Expectation: 5.R.1</p> <p>Use in depth critical reading of a variety of relevant texts Referring to details in a text when explaining what the text says explicitly and when drawing inferences from the text</p>	<p>Students will make inferences from nonfiction texts.</p>	<p>Students will be able to make inferences from nonfiction texts using their background knowledge and evidence from the text.</p>		
<p>Expectation: 5.R.1</p> <p>Recognize fact vs. opinion</p>	<p>Student will recognize fact vs opinions.</p>	<p>After reading the sentence the student will identify the difference between a fact and an opinion using a T Chart.</p>		<p>1.YouTube Video: Facts and Opinion for kids Teaching without Frills https://www.youtube.com/watch?v=DwdDCIWP6i4</p>

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<p>Expectation: 5.R.1</p> <p>Recognize fiction vs. nonfiction as well as facts/supporting details from the texts.</p>	<p>Student will recognize fiction and non-fiction from texts.</p>	<p>Student will determine the differences and similarities between fiction and nonfiction texts using a Venn Diagram.</p>		
<p>Expectation: 5.R.1</p> <p>Recognize fiction vs. nonfiction as well as facts/supporting details from the texts.</p>	<p>Student will recognize facts and supporting details from texts.</p>			

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<p>Expectation 5.R.21</p> <p>Determine the main idea of an informational text and explain how it is supported by key details; summarize the text</p>	<p>Students will determine the main idea of an informational text.</p>	<p>After reading an article from the newspaper the student will determine the main ideas and identify supporting details.</p>		<ol style="list-style-type: none"> 1. The student will select an article of interest from the newspaper. They will read the article aloud and summarize it. 2. The student will select an informational brochure and determine its main idea (travel brochure, recycling brochure, a brochure about companies, etc.).

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<p>Expectation: 5.R.3L</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)</p> <p>Expectation: 5.R.4L</p> <p>Determine the meaning of words and phrases as they are used in a literary text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>		<p>The student will identify story elements using a graphic organizer</p> <p>The student will identify and define mythological terms found within a text by using highlighters "Mythological Term hunt"</p>		

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<p>Expectation: 5.R.6I</p> <p>Compare and contrast the same event or topic in informational texts; describe the differences in focus and the information provided</p>		<p>After Reading 2 informational text the student will compare & contrast topics using a venn diagram</p>		

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<p>Expectation: 5.S.1</p> <p>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 discussion.</p>	<p>After watching a video on “Bees” the student will work with a partner (think – pair- share) to respond to questions, (use sentence frames to ask / answer questions if needed).</p>	<p>The student will know how to wait for his/her turn to speak and respect other’s opinions and experiences.</p>	<p>1. Expand the “Share” into a whole class discussion. Use Think-Pair-Share Template</p> <p>1.YouTube Video: Listening & Speaking Taking Turns Benjamin Cogswell https://www.youtube.com/watch?v=Zl4WirPTCi4 Asking Questions video: https://study.com/academy/lesson/how-to-contribute-to-a-discussion.html</p> <p>2) Student interview family members Purpose: To find out how much do people know about bees and how important they are: Gather their answers and share with the class the next day. -Are you afraid of bees? -Why are bees so important? -Did you know about the bee problem?</p>

<p>Expectation: 5.S.1</p> <p>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 group discussions.</p>	<p>After filling out his/her partner's Questionnaire the student will present his group partner to the whole class.</p>	<p>Student shows that he/she can work well with other students.</p>	<p>The student will complete and bring to class the following:</p> <p>The student will create a questionnaire ask personal questions to a family member using: https://drive.google.com/file/d/1S4BprQOuOG6-flj_mcmfxT3y_wDMhSlg/view?usp=sharing</p> <p>Here is a YouTube Video with fun ideas: Top Speaking Games Activities! ESL https://www.youtube.com/watch?v=YYfDFfmAufY</p>
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<p>Expectation: 5.S.1</p> <p>Contribute to class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information</p>	<p>The student will understand the importance of communication as a means of acquiring knowledge in speaking.</p>	<p>The student will engage in speaking activities to improve communication skills.</p>	<p>Each student will be polite while waiting to participate.</p>	<p>1. Random name picker wheel-</p> <p>Random Name Picker (classtools.net)</p> <p>This tool can also be created by the teacher and be placed in the classroom. This tool promotes participation and promotes readiness from the students.</p> <p>2. Interviews- work in pairs</p> <p>Select any topic. Ask the students to create a questionnaire. Students will choose a classmate to make an interview to and present it to the class.</p> <p>3. Agree-Disagree line-ups</p> <p>The teacher makes a statement. All in favor will gather together as well as the opposing team. Every student will participate stating facts, opinions, or experiences.</p>
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<p>Expectation: 5.W.3</p> <p>Write descriptive paragraphs to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences</p>	<p>Student will write a descriptive paragraph</p>	<p>Write about a person you admire using descriptive details learned in class</p> <p>YouTube Video: TED Talks Kids can be Role Models https://www.youtube.com/watchv=JnNrxoxkg20</p>	<p>The student reflects on being positive role model for other students</p>	<p>Write in your notebook: A descriptive paragraph about a place you like. (the beach, about island of Puerto Rico...)</p>

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<p>Expectation: 5.W.4 Develop and strengthen writing as needed by planning, revising, editing and applying appropriate sentence structure and word order.</p>	<p>Student Use the writing process</p>	<p>After choosing from a list of writing prompts, the student will use the Writing Process graphic organizers to write the 1st paragraph applying sentence structure and word order.</p>	<p>The student acts proud of his writing- Love for writing "Writing is a Journey, Don't Stress"</p>	<p>Tell a family member about the Writing Process 5 steps – and explain the steps</p>

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<p>Expectation: 5.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>Student will write routinely over extended time</p>	<p>After reading a prompt and looking at the picture the student will write a descriptive paragraph of 5 sentences or more</p> <p>(Journal writing – every Tuesdays as a routine)</p>	<p>Student shows how imp it is to express your thoughts, feelings and experiences.</p>	<p>Write a Thank You note to a family member for all the wonderful things they do for you.</p>

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<p>Expectation: 5.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 will write about personal experiences, events, weekends in a writing Journal</p>	<p>The student knows that writing is a powerful tool to cope with emotions.</p>	