



PUERTO RICO GOVERNMENT  
DEPARTAMENT OF EDUCATION  
ENGLISH PROGRAM

## **ENGLISH PROGRAM ESSENTIAL COMPETENCIES**



**2021-2022**

**ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM  
GRADE: 6th**

<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><b>Expectation: 6.LA.1</b></p> <p>Demonstrate command of English grammar and usage when writing (e.g., various sentence types such as compound, complex, and simple) or speaking.</p>	<p>The student demonstrates command of English Grammar when writing</p>	<p>After the lesson student will create compound sentences using coordinating conjunctions using FANBOYS.</p>	<p>The student is engaged and motivated in learning a new language.</p>	<p>The student practices saying out loud coordinating conjunction acronym FANBOYS</p>

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<p><b>Expectation: 6.LA.1</b></p> <p>Demonstrate command of English grammar and usage when writing (e.g., various sentence types such as compound, complex, and simple) or speaking.</p>	<p>The student demonstrates command of English Grammar when writing</p>	<p>After the lesson student will create compound sentences using subordinating conjunctions</p>	<p>The student actively participates and motivate others in learning a new language.</p>	<p>Memorize subordinating conjunctions</p>

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<b>Expectation:</b> <b>6.LA.1a</b>  Use pronouns (including intensive pronouns) correctly and ensure they are in the proper case (subjective, objective, possessive).	The student uses pronouns correctly	The student will choose the correct pronouns that completes the sentence by circling the correct pronoun word.	The student shows perseverance in learning the mechanics and conventions of the English language	YouTube Video: Homeschool Pop Learn the Pronouns Classroom Lesson Video <a href="https://www.youtube.com/watch?v=CwQjSsa8VQE">https://www.youtube.com/watch?v=CwQjSsa8VQE</a>

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<b>Expectation:</b> <b>6.LA.1a</b>  Use pronouns (including intensive pronouns) correctly and ensure they are in the proper case (subjective, objective, possessive).	The student uses pronouns correctly	The student will write sentences using the correct form of intensive (Reflexive) pronouns.	The student acquires and enhances vocabulary	YouTube Videos: Kids Academy Reflexive Pronouns <a href="https://www.youtube.com/watch?v=sd7WwuiAkbk">https://www.youtube.com/watch?v=sd7WwuiAkbk</a>  <a href="https://www.youtube.com/watch?v=kH0y94cV4pU">https://www.youtube.com/watch?v=kH0y94cV4pU</a>

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<p><b>Expectation: 6.LA.1a</b></p> <p>Use pronouns (including intensive pronouns) correctly and ensure they are in the proper case (subjective, objective, possessive).</p>	<p>The student identifies 4 types of pronouns.</p>	<p>The student will be able to identify the type of pronoun used in a sentence (classify)</p>	<p>The student shows perseverance in learning the mechanics and conventions of the English language</p>	<p>YouTube Video: Possessive Pronoun song Rockin English Lesson  <a href="https://www.youtube.com/watch?v=euQWu0tQW14">https://www.youtube.com/watch?v=euQWu0tQW14</a></p>

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<p>Expectation: 6.LA.1c Form and appropriately use the perfect verb tenses</p>	<p>The student forms the perfect verb tense</p>	<p>Student will be able to identify the perfect verb tense in a sentence by circling and labeling.</p>	<p>The student shows perseverance in learning the mechanics and conventions of the English language.</p>	<p>YouTube Video: Perfect Verb Tenses <a href="https://www.youtube.com/watch?v=Zmf9XYY8OWs">https://www.youtube.com/watch?v=Zmf9XYY8OWs</a></p> <p>YouTube Video: Super Teacher Girl What are verb Tenses? Interactive Grammar lesson <a href="https://www.youtube.com/watch?v=OFVO3cRXwK8">https://www.youtube.com/watch?v=OFVO3cRXwK8</a></p>

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<b>Expectation:</b> <b>6.LA.1d</b>  Apply appropriate verb tenses to convey various times, sequences, states, and conditions, including use of the linking verb and the helping verb	Apply app verb tenses to convey time, sequences, state and conditions.	The student will rewrite the sentence: Sally is studying with her friends.” to apply the different tenses (worksheet)	The student shows perseverance in learning the mechanics and conventions of the English language	YouTube Video: Helping Verbs Grammar songs by Melissa <a href="https://www.youtube.com/watch?v=tqIduVTYirA">https://www.youtube.com/watch?v=tqIduVTYirA</a>  YouTube Video: Helping Verbs Grammar songs by Melissa <a href="https://www.youtube.com/watch?v=M64vt0vdD84">https://www.youtube.com/watch?v=M64vt0vdD84</a>



<p><b>Expectation:</b> <b>6.LA.1e</b></p> <p>Apply knowledge of subject-verb agreement to write and speak effectively</p>	<p>The student knows how to apply subject-verb agreement.</p>	<p>After the lesson the student will be able to identify and correct errors in subject-verb agreement. (Oral &amp; written)</p>	<p>The student shows perseverance in learning the mechanics and conventions of the English language</p>	<p>YouTube Video: Subject and verb Agreement Chloe Eum <a href="https://www.youtube.com/watch?v=Kl6jX40WM3w">https://www.youtube.com/watch?v=Kl6jX40WM3w</a></p>
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<p>Expectation: 6.LA.1f Correct inappropriate shifts in verb tense.</p>	<p>Correct the inappropriate verb tense shift</p>	<p>After reading a sentence student will correct inappropriate shift verb tense in the sentence by rewriting the sentence correctly.</p>	<p>The student shows perseverance in learning the mechanics and conventions of the English language</p>	<p>YouTube: Shift in verb Tense Adriene Mathews <a href="https://www.youtube.com/watch?v=ygWwyxKjUW4">https://www.youtube.com/watch?v=ygWwyxKjUW4</a></p>

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<b>Expectation: 6.LA.1g</b>  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons	The student will identify correct inappropriate fragments	After the completion of lesson, the student will re-write sentences to correct inappropriate fragments	The student shows perseverance in learning the mechanics and conventions of the English language	YouTube Video: Homeschool Pop Sentence Fragments for kids <a href="https://www.youtube.com/watch?v=ds0JHxYvkvQ">https://www.youtube.com/watch?v=ds0JHxYvkvQ</a>
<b>Expectation: 6.LA.2</b>  Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing	The student will identify & correct run-on sentences	After the completion of lesson, the student will re-write sentences to correct run-ons	The student shows perseverance in learning the mechanics and conventions of the English language	YouTube Video: Homeschool Pop Run-on sentences for kids <a href="https://www.youtube.com/watch?v=tctBIKEgldw">https://www.youtube.com/watch?v=tctBIKEgldw</a>

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<b>Expectation:</b> <b>6.LA.2</b>  Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing	The student demonstrates command of the conventions of English	After the lesson student will be able to write sentences correctly with the appropriate punctuation and spelling.	The student shows perseverance in learning the mechanics and conventions of the English language	YouTube Video: Punctuation For Kids Clarendon Learning <a href="https://www.youtube.com/watch?v=1U18PVgZJA8">https://www.youtube.com/watch?v=1U18PVgZJA8</a>
<b>Expectation:</b> <b>6.LA.2a</b>  Use commas correctly in all situations.	The student will use commas	The student will write sentences using commas correctly	The student shows perseverance in learning the mechanics and conventions of the English language	YouTube Video: Commas Song Learning Upgrade APP <a href="https://www.youtube.com/watch?v=xEB0kzgxJ44">https://www.youtube.com/watch?v=xEB0kzgxJ44</a>

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<p><b>Expectation: 6.LA.2b</b></p> <p>Spell correctly</p>	<p>The student will spell correctly</p>	<p>Given the enough practice the student will prepare for the English Week Spelling B by practicing daily how to spell correctly the assigned list.</p>	<p>The student will be motivated and eager to get ready for the event.</p>	<p>Students take the list home and practice in front of a mirror or have a family member to practice with.</p>

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<b>Expectation: 6.LA.3a</b>  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style	The student will edit and revise sentences	After the guided lesson the student will be able to underline, cross out, circle and rewrite the sentences to make sentences more precise (worksheet).	The student learns how important it is to use effective sentences	
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<p><b>Expectation: 6.LA.4</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content, choosing flexibly from a variety of strategies.</p>	<p>The student determines the meaning of unknown words</p>	<p>After the lesson the student will determine the meaning of words using a variety of strategies</p>	<p>The student acquires and enhances vocabulary</p>	<p>YouTube: Context Clues  Mind Blooming  <a href="https://www.youtube.com/watch?v=eHCpJ86XDY4">https://www.youtube.com/watch?v=eHCpJ86XDY4</a></p>



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<p><b>Expectation: 6.LA.4a</b></p> <p>Use context clues and other strategies to help determine meaning of a word or phrase.</p>	<p>The student will determine meaning of words</p>	<p>After rev the student will use context clues and other strategies to determine meaning.</p>	<p>The student acquires and enhances vocabulary</p>	<p>YouTube: Context Clues Grammar Songs by Melissa  <a href="https://www.youtube.com/watch?v=CyK01USxdg0">https://www.youtube.com/watch?v=CyK01USxdg0</a></p>
<p><b>Expectation: 6.LA.4b</b></p> <p>Use common Greek or Latin affixes and roots to help determine the meaning of a word (e.g., "able" - affordable, sociable, disposable).</p>	<p>The student use prefixes to help determine meaning of a word</p>	<p>The student will recognize the prefix in a word and use it to determine the meaning of the words.</p>	<p>The student will read aloud vocabulary words and try to memorize their meaning. Family members can help by asking.</p>	<p>YouTube: Prefixes for kids Homeschool Pop  <a href="https://www.youtube.com/watch?v=QbTlPIZS0io">https://www.youtube.com/watch?v=QbTlPIZS0io</a></p>

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<p><b>Expectation: 6.LA.4b</b></p> <p>Use common Greek or Latin affixes and roots to help determine the meaning of a word (e.g., 'able" - affordable, sociable, disposable).</p>	<p>The student use suffixes to help determine meaning of a word</p>	<p>The student will recognize the suffix in a word and use it to determine meaning of the word.</p>	<p>The student will read aloud vocabulary words and try to memorize their meaning. Family members can help by asking.</p>	<p>YouTube: Suffixes for Kids Mind Blooming <a href="https://www.youtube.com/watch?v=qJx9E1Ed1Pc">https://www.youtube.com/watch?v=qJx9E1Ed1Pc</a></p>

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<b>Standard: Listening</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 student's model?</b>	<b>Resources Bank -Reinforcement of skills for the home (Activities)</b>
<p>Expectation: 6.L.1</p> <p>Listen and interact with peers during group participation and oral presentations.</p>	<p>Listen and interact with peers during group participation</p>	<p>Given a topic the student will listen attentively and participate in the discussion and share his/her own experiences as a friend.</p> <p>Topic idea: What does it mean to be a friend?</p>	<p>The student will know attitudes, values he/she should model as a friend</p>	<p>Be prepared to share with the class: Write 5 sentences paragraph about: Who is your friend at home? (family relationship)</p>

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<p><b>Expectation: 6.L.1</b></p> <p>Listen and interact with peers during group participation and oral presentations.</p>	<p>Listen and interact during oral presentations.</p>	<p>The student will listen and interact with peers during an oral presentation: Who is your friend at home? (family relationship).</p>	<p>The student listens attentively and waits before asking questions to the speaker. Be attentive to others.</p>	<p>The student will answer a Personal Questionnaire and share it with the class the next day.</p>
<p><b>Expectation: 6.L.1a</b></p> <p>Listen attentively, stay focused, ask/answer detailed closed and open-ended questions, express appropriate reasons, and begin to express opinions or to clarify positions using complete sentences and correct grammar.</p>	<p>Listen attentively &amp; stay focused.</p>	<p>During an Oral presentation (All About Me) the student will ask &amp; answer closed &amp; open-ended questions, express opinions using complete sentences. (Use questionnaire or sentences starters if needed).</p>	<p>The student knows how to respect classmates' opinions and answers and ideas.</p>	<p>Homework: What does it mean to be social? Answer in your notebook.</p>

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<p><b>Expectation: 6.L.1b</b></p> <p>Interact in a socially appropriate manner</p>	<p>The student interacts</p>	<p>Confronted with a situation the student will demonstrate and share with the class, orally: What does it mean to be social – FACEBOOK FRIENDS? Instagram FRIENDS?</p>	<p>The student will know how to behave socially.</p>	<p>The student practices &amp; memorizes Questionnaire in order to be ready to answer Personal questions in class.</p>
<p>Expectation: 6.L.1c</p> <p>Listen, memorize, and respond to complex instructions, expressing self-using complete sentences.</p>	<p>The student expresses in complete sentences</p>	<p>After enough practice the student will listen &amp; respond to personal questions using complete sentences (orally).</p>	<p>The student listens attentively and wait before asking questions to the speaker.</p> <ul style="list-style-type: none"> <li>- Be attentive and engaged</li> </ul>	

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](https://www.youtube.com/watch?v=0nmJW_zExk0)  
Heartlines ZA Listening is a skill

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<p><b>Expectation: 6.L.1d</b></p> <p>Listen and respond during read-aloud to a variety of narrative and informational texts to comprehend and identify main idea, character, and setting</p>	<p>Listen and respond during read-aloud</p>	<p>The student will engage in a read aloud by participating in class discussion, responding to comprehension questions and by identifying the main idea, characters and setting (orally).</p>	<p>The student will the student listens attentively and wait before asking questions to the speaker.</p> <ul style="list-style-type: none"> <li>- Be attentive and engaged</li> </ul>	

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](https://www.youtube.com/watch?v=0nmJW_zExk0)  
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<p><b>Expectation: 6.R.1</b></p> <p>Use in-depth critical reading of a variety of relevant texts, genres, and viewing of multimedia (when accessible) to explain and evaluate main ideas, phenomena, processes, cultural identity and relationships</p>	<p>The student will explain and evaluate the main idea</p>	<p>While reading the text, the student will use "Marking the text Strategies" (annotate), make notes of key points &amp; ideas in order to explain the main idea, supporting details. Using highlighters</p>	<p>The student will share experiences, points of views and their perspective in a respectful manner</p>	<p>1) Reading: <a href="https://drive.google.com/file/d/1p rVs-4LKcXStqKDsuFdSI78m3SKP74RE/view?usp=sharing">https://drive.google.com/file/d/1p rVs-4LKcXStqKDsuFdSI78m3SKP74RE/view?usp=sharing</a></p> <p>2) Making Connections <a href="https://drive.google.com/file/d/1cj KNz4dPzXYcWIIAMgryj815C0XxB Qgo/view?usp=sharing">https://drive.google.com/file/d/1cj KNz4dPzXYcWIIAMgryj815C0XxB Qgo/view?usp=sharing</a></p> <p>3) After Reading, use the following chart to Draw Conclusions <a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:bc1c0333-106e-4309-946d-e1f0bb6cbd16">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:bc1c0333-106e-4309-946d-e1f0bb6cbd16</a></p>

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<p><b>Expectation: 6.R.2L</b></p> <p>Determine a theme of a story or drama from details in the text, including how characters in a story or drama respond to challenges summarize the text</p>	<p>Student will determine the theme of the story</p>	<p>After reading a story the student will identify the theme from details in the text</p>	<p>The student will gain confidence in his reading skills</p>	<p>1) Practice exercise (Theme) <a href="https://www.k12reader.com/worksheet/find-the-main-idea-storms/view/">https://www.k12reader.com/worksheet/find-the-main-idea-storms/view/</a></p> <p>2) Theme Graphic Organizer <a href="https://drive.google.com/file/d/17pF3q1cRcwbu6qZ055_uzUBxi-gPIOMg/view?usp=sharing">https://drive.google.com/file/d/17pF3q1cRcwbu6qZ055_uzUBxi-gPIOMg/view?usp=sharing</a></p>



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<p><b>Expectations: 6.R.2L</b></p> <p>Determine a theme of a story or drama from details in the text, including how characters in a story or drama respond to challenges summarize the text.</p>	<p>student will determine how characters respond to challenges</p>	<p>student will determine how characters respond to challenges using a graphic organizer</p>	<p>Students will reflect on other ways of responding to everyday life situations</p>	<p>Reading: <a href="#">Character Descriptions: Huck Finn from The Adventures of Tom Sawyer (k12reader.com)</a></p>
<p><b>Expectation: 6.R.2I</b></p> <p>Determine main idea(s) of an informational text and explain how they are supported by key details; summarize the text.</p>	<p>The student will determine the main idea of an informational text and supporting details</p>	<p>After reading an informational text the student will determine main idea &amp; supporting details using a graphic organizer</p>	<p>The student shows good disposition to look for all kinds of so</p>	<p>After reading the informational text identify the main idea and supporting details: <a href="https://drive.google.com/file/d/1Fz-MTP_HrOLibJxyPbXiTC_PRVAnXLgZ/view?usp=sharing">https://drive.google.com/file/d/1Fz-MTP_HrOLibJxyPbXiTC_PRVAnXLgZ/view?usp=sharing</a></p>

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 student's model?	Resources Bank -Reinforcement of skills for the home (Activities)
<p><b>Expectation: 6.R.2I</b></p> <p>Determine main idea(s) of an informational text and explain how they are supported by key details; summarize the text</p>	<p>The student will summarize an informational text</p>	<p>After reading an informational text student will work in pairs to summarize the text using a checklist &amp; graphic Organizer</p>	<p>The student shows he can focus and pay attention to details</p>	<p>1) Reading:  <a href="https://drive.google.com/file/d/1E6u5pu5zOGKu4ljdRL1qRjJ49-720gzm/view?usp=sharing">https://drive.google.com/file/d/1E6u5pu5zOGKu4ljdRL1qRjJ49-720gzm/view?usp=sharing</a></p> <p>2) After reading the informational text retell it using your own words. Add the main Idea and relevant details in your summary</p> <p>3) Summarizing informational text:  <a href="https://drive.google.com/file/d/1b-xsjeDajCvASXSYR8mmmlOXTmOttWy-/view?usp=sharing">https://drive.google.com/file/d/1b-xsjeDajCvASXSYR8mmmlOXTmOttWy-/view?usp=sharing</a></p>

**ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM  
GRADE: 6th**

<b>Standard: Reading</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 student's model?</b>	<b>Resources Bank -Reinforcement of skills for the home (Activities)</b>
<p><b>Expectation: 6.R.3I</b></p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>The student will explain the relationships between individuals, events, and ideas.</p>	<p>The student will explain the relationships or interactions in a text between two individuals, events, ideas or concepts</p> <p>Assign students a grade-appropriate text. Ask students to make connections between individuals, events, ideas, and concepts in this text. Students can either explain the relationships in paragraph form or draw a color-coded web (blue for individuals, red for events, green for ideas or concepts) to show the relationships visually.</p>	<p>The student is self-aware of how actions effect on one another- Be Kind (interactions)</p>	<p>Reading and Respond to the Text - Paul Revere</p> <p><a href="https://docs.google.com/document/d/16C81mL7PZi1GyvEEDBg1Djt23IJkCsgzbc7GIHuE1YI/edit?usp=sharing">https://docs.google.com/document/d/16C81mL7PZi1GyvEEDBg1Djt23IJkCsgzbc7GIHuE1YI/edit?usp=sharing</a></p>

<b>Standard: Reading</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 student's model?</b>	<b>Resources Bank</b> <b>-Reinforcement of skills for the home (Activities)</b>
<p><b>Expectation: 6.R.4I</b></p> <p>Determine the meaning of academic and content-specific words and phrases in an informational text</p>	<p>The student will determine the meaning of words in an informational text</p>	<p>Given a text with unfamiliar words the student will use context clues to determine the meaning of unfamiliar words-  "Chart it" highlight-guess &amp; look for clues</p>	<p>The student shows enthusiasm working with new words – expanding vocabulary</p>	<p>1) Vocabulary in context practice exercise-  <a href="https://www.k12reader.com/worksheets/analyzing-words-with-context-clues/view/">https://www.k12reader.com/worksheets/analyzing-words-with-context-clues/view/</a></p> <p>2) 4-square vocabulary graphic Organizer  <a href="https://docs.google.com/presentation/d/1fEOP_NOjMBihzZsNq7MJBTIWdhsFBmwvZJhTBeTUtmo/copy?usp=sharing">https://docs.google.com/presentation/d/1fEOP_NOjMBihzZsNq7MJBTIWdhsFBmwvZJhTBeTUtmo/copy?usp=sharing</a></p>

<b>Standard: Reading</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 student's model?</b>	<b>Resources Bank</b> <b>-Reinforcement of skills for the home (Activities)</b>
<p><b>Expectation: 6.R.5I</b></p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more informational texts.</p>	<p>The student will compare the events in two informational texts (chronology, comparison, cause/effect, problem and solution)</p>	<p>Students will identify the similarities and differences between the two informational texts using a Venn Diagram</p>	<p>The student improves learning when having a visual organization thus improving comprehension skills</p>	<p>Compare / Contrast two informational Texts (graphic Organizer)</p> <p><a href="https://drive.google.com/file/d/13YnJla4KosYu2Kr16muqG4DKblnasG2B/view?usp=sharing">https://drive.google.com/file/d/13YnJla4KosYu2Kr16muqG4DKblnasG2B/view?usp=sharing</a></p>

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 student's model?	Resources Bank -Reinforcement of skills for the home (Activities)
<p><b>Expectation: 6.R.71</b></p> <p>Distinguish information from a variety of informational texts (e.g., books, magazines, newspapers, and websites) using the most valuable informational source to locate an answer, cite a source, or solve a problem.</p>	<p>The student will distinguish information from a variety of informational texts.</p>	<p>The student will match different types of nonfiction texts with the correct purpose of each.</p>	<p>The student creates love for other types of texts</p> <p>student will show how to work as a team</p>	<p>1) Go around your house looking for two informational texts (cookbook, magazine, newspaper, science book...)</p> <p>2) in your notebook: make a T-chart, to list text features of the two texts you found.</p> <p>3) Need Help? Types of informational Texts <a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:s cds:US:a62e954c-9171-47d5-b7ca-37d2e319608e">https://documentcloud.adobe.com/link/review?uri=urn:aaid:s cds:US:a62e954c-9171-47d5-b7ca-37d2e319608e</a></p>

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 student's model?	Resources Bank -Reinforcement of skills for the home (Activities)
<p><b>Expectation: 6.R.8</b></p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities</p>	<p>The student will explain how an author uses reasons &amp; evidence to support particular points in a text</p>	<p>student will work in pairs read an article and identify authors point of view, author's reasons and evidence to support his Point.</p>	<p>Not everything you read is truth make sure you look for facts reasons and evidence when you look for information online</p>	<p>1) Homework: You may ask a family member to help you.  <a href="https://docs.google.com/document/d/1t5Qx0MHaPOPTX1Otxs7J134SY0wS_2dMbN-Rb9OK-iM/edit?usp=sharing">https://docs.google.com/document/d/1t5Qx0MHaPOPTX1Otxs7J134SY0wS_2dMbN-Rb9OK-iM/edit?usp=sharing</a></p> <p>2) Practice:  <a href="https://docs.google.com/document/d/1ZVtordgMJvfqSHMiKzYE-tGFgL_dwFDhhEAXBcwEzGA/edit?usp=sharing">https://docs.google.com/document/d/1ZVtordgMJvfqSHMiKzYE-tGFgL_dwFDhhEAXBcwEzGA/edit?usp=sharing</a></p>

**ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM  
GRADE: 6th**

<b>Standard: Speaking</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 student's model?</b>	<b>Resources Bank -Reinforcement of skills for the home (Activities)</b>
<p>Expectation: 6.S.1 Contribute to class, group, and partner discussions by following turn-taking, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas</p>	<p>Contribute to class discussions By following turn taking</p>	<p>The student will participate in a class discussion about: Should classes be Online or in-classroom? Why? By following turn taking rules.</p>	<p>The student will know how to wait for his/her turn to speak and respect other opinions or experiences</p>	<p>The students will ask family members the same question: Should classes be Online or in-classroom? Why? Write answers in your notebook so you can share in class the next day.</p>



<b>Standard: Speaking</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 student's model?</b>	<b>Resources Bank -Reinforcement of skills for the home (Activities)</b>
<p>Expectation: 6.S.1 Contribute to class, group, and partner discussions by following turn-taking, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas</p>	<p>Contribute to pair discussions by asking relevant questions, affirming others.</p>	<p>The student will pair up with another student to discuss and share about: Think about a time that you have helped another person? Share with a partner: how you helped someone else or how someone else helped you. Think-pair-Share</p>	<p>The student will know how to share and work together as a team.</p>	<p>For sharing in class, the next day: The student makes a list, (in his notebook) about: Ways I help around the house.</p>
<p>Expectation: 6.S.1 Contribute to class, group, and partner discussions by following turn-taking, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas</p>	<p>The student will contribute to group discussions by asking &amp; answering questions, adding relevant information and key ideas.</p>	<p>After reading a text the student will contribute in a group discussion in order to prepare for -" Share with the class"</p>	<p>The student will show how to help each other as a group and built confidence.</p>	<p>YouTube Video 3 team-building Games and activities for Kids We are Teachers</p>

**ESSENTIAL COMPETENCIES FOR ENGLISH PROGRAM**  
**GRADE: 6th**

<b>Standard: Writing</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><b>Expectation: 6.W.1</b></p> <p>Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge about content. Justify opinions or persuade others by providing relevant textual evidence or background knowledge.</p>	<p>The student will write a persuasive paragraph</p>	<p>The student will write a persuasive Essay using a Checklist &amp; strategies discussed in class.</p> <p>Check teaching without Frills YouTube Videos: Persuasive Writing for kids</p>	<p>The student believes that he is capable of learning to write. "self-efficacy"</p>	
<p><b>Expectation: 6.W.2</b></p> <p>Write longer informational texts to examine a topic and convey ideas with increasing independence using appropriate text organization, grammar structure and spelling.</p>	<p>The student writes informational texts</p>	<p>The student will write an informational text about their favorite topic using an informative writing checklist check list</p>	<p>Student writes with a purpose</p> <p>(IDEA: create a class blog or a newsletter where students can publish their works)</p>	

<b>Standard: Writing</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><b>Expectation: 6.W.3</b></p> <p>Write narrative paragraphs to develop real or imagined experiences or events using effective technique, details, structure, and using transitional words and other cohesive devices to better organize writing.</p>	<p>The student writes a narrative paragraph</p>	<p>Student will write a narrative paragraph about his/her favorite holiday using transitional words</p>	<p>The student believes that he is capable of learning to write. "self-efficacy"</p>	

NOTE: GOOD READ Before teaching writing this year. How to Teach Students to Love Writing By Markus Skarnes / Medium.com

Remember to always model and practice all of these strategies' before assigning a writing Task - writing mastery takes a long time: PRACTICE, PRACTICE and PRACTICE.