



INDEC

Instituto Nacional para el Desarrollo Curricular

# Curricular Framework



## English Program



Estado Libre Asociado de Puerto Rico  
Departamento de Educación



COMMONWEALTH OF PUERTO RICO  
Department of Education  
Office of Undersecretary for Academic Affairs

# CURRICULUM FRAMEWORK ENGLISH PROGRAM



**National Institute for Curriculum Development  
(NICDE)**

2003

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Art & Design: Publicaciones Puertorriqueñas, Inc.  
Linguistic Edition: Dr. Petter Buxton  
INDEC Logo: Diana Príncipe

Producido en Puerto Rico  
Printed in Colombia

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# ACKNOWLEDGEMENTS

**Nancy Velázquez Arroyo**  
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**Dr. Dagmar Buhring**  
Interamerican University

**Dr. Naomi Vega**  
Sacred Heart University

**Dr. Angel Villarini**

**Dr. María Antonia Irrizarry**  
University of Puerto Rico  
(Who put together a group of experts to share ideas  
and thoughts about Bilingualism and the teaching  
of English in our public schools)

**Dr. Alma Simounet**  
**Dr. Nine Curt**  
**Dr. John Vázquez**  
whom volunteered to initiate these  
conversations with the DE

**Evelyn Veguilla**  
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I would like to recognize many other teachers and professors throughout the island, who attended meetings and shared their thoughts and ideas about the teaching of English in our public schools based on their own knowledge and experiences.

**Vanessa Cruz**

Jardines de Ponce, Ponce

**Diane Lugo**

Esc. Patria Pérez, Yauco

**Inocencia Nieves**

Esc. Luz América Calderón, Carolina

**Jacqueline Negrón**

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University of Puerto Rico in Cayey

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University of Puerto Rico in Bayamón

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**María Jiménez**

Luis Muñoz Rivera, Mayagüez

**Élida Torres**

Luis Muñoz Rivera, Guánica

**Aida García**

Luis Muñoz Rivera, San Lorenzo

**Félix Figueroa**

Mata de Plátano, Luquillo

**Steven Díaz**

Washington Irving, Adjuntas

**Miguel Camacho**

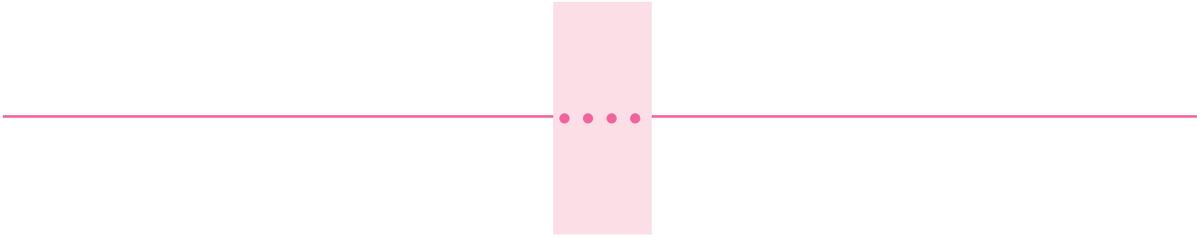
Asunción Rodríguez de Salas, Guayanilla

**Gloria López**

Rafael Cordero, Trujillo Alto

**Arlinda López**

Salvador Fuentes, Aguadilla



## ACKNOWLEDGEMENTS

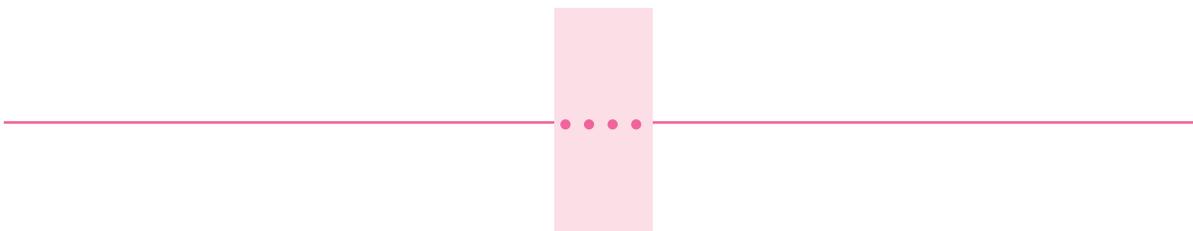
I would like to acknowledge the following people who were so willing and committed to the English Program. They contributed not only to the program, but they ensured that children and educators were placed first before any other considerations when revising the Curriculum Framework.

We cannot say that we have the answers to all the questions and concerns raised in our dialogues and throughout the whole process of updating and revision. After all, we do live in a diverse world. Nevertheless, we felt comfortable in finding a point, a balance, with which we could all live.

We put aside our beliefs and our self interest. We focused on education, our teachers and the children that we serve, and made the best decisions we possibly could. With our hearts placed on the duties and the responsibilities that we carry, we share this document with you.

We called it a “framework” to give you the freedom to explore all the possibilities that you can imagine as you teach. Wishing you the best of success, may God bless you for what you do.





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# INTRODUCTION



## • • • The Curriculum Framework

The Curriculum Framework of each Program is the document that assembles the philosophical principles, foundations and focus of each study program, from Kindergarten to Twelfth grade. This document presents an integrated vision of a program's curriculum. It includes the vision, mission, goals, areas of study by levels, organization, scope and sequence of the content, including general recommendations of strategies, teaching methods and criteria for evaluation. It is a general document that serves as the reference frame for the curriculum design.

It delineates in general terms the curriculum principles offered at each level and it outlines the theoretical foundations which support it. The curriculum viewed from the Department's perspective consists of three dimensions: a) the content to be developed, which includes, in great measure, concepts and skills in the materials used; b) the methodology or methods, strategies and techniques of teaching that are developed and delivered in the context of modern theories of learning; and, c) the process of learning and assessment, which is outlined in the cognitive, humanistic and sociological theories of learning, as in recent neuroscience findings. The latter positions the student as the center and constructor of knowledge.

The curriculum of the public schools basically translates into three different levels: elementary, intermediate, and high school, each with its peculiarities and characteristic dimensions. Content is developed taking into consideration each student's psychological and physical development.

Evaluators and curriculum technicians have, in this document, a theoretical framework that serves as a guide enabling them to direct their efforts in relation to the curriculum. In addition, this document is of great importance to governing bodies of the Department of Education as well as the different school boards, parents and communities when evaluating educational practices (including the curriculum) developed for Puerto Rico's public schools.

Finally, but of no less importance, the framework is also intended for the use of universities and university professionals. It will provide those professionals responsible for designing teacher training for the Department of Education of Puerto Rico. In this way, it suggests to universities, without dictating parameters, the skills that are taught to teachers, the attitude they should have, and in a general way, the content matter teachers are required to have knowledge of in order to comply with the goals of the Department

of Education. In a similar manner, the Framework provides the professor with a clear vision of the goals and theoretical framework in which the Department of Education sustains each one of its programs.

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## USE AND APPROACH OF THE CURRICULUM FRAMEWORK FOR THE ENGLISH PROGRAM

**T**he Curriculum Framework is neither a curriculum guide nor a curriculum. The Curriculum Framework is a document in which parameters of references are given to those who are developers, evaluators, and technicians charged with developing and evaluating or adopting a curriculum aligned with the content of the English Program and educational reform developed by the Department of Education in Puerto Rico. In addition, it is designed so that teachers can use the framework in their instructional design without being prescriptive. On the other hand, this document will be of great significance to professors and universities involved in preparing teachers because it establishes public policy regarding the goals of education in the Island and the development of the curriculum required to accomplish these goals.

In this sense, the Curriculum Framework is a document that allows the Educational Reform taking place in the Island to be operational. At the same time, it facilitates the implementation of a curriculum based on Content Standards. It also provides teachers with fundamental criteria when designing instruction. It is the basis that helps the teacher to make the lesson content relevant while enhancing the daily learning process. It allows the teacher to innovate lessons without abandoning the general outline of the goals of education in the Island. In this way, teachers select, evaluate and design their own curriculum (instructional design) conceptualizing the learning process to the reality of student learning styles. This is possible because the document provides modular concepts and teaching strategies, ways in which students learn and the type of assessments that should evolve in the context of the given curriculum and the established Standards of the Department of Education.



### ... Purpose of the Curriculum Framework

The Curriculum Framework essentially has four fundamental purposes. These are:

**A) To establish the mission, goals, focuses, objectives, contents and methods of the processes of teaching and learning of the Program studies**

All study programs in the Department of Education are based on the goals and the purpose of the subject area. In addition, the goals of each program are grounded on students' values and educational needs within the context of Puerto Rican society. The goals are translated to the classroom through the program's curriculum. As part of the curriculum, specific contents are required by subject and are expressed

throughout the established program objectives. The content is framed within a particular focus that reflects teaching methods and the way students learn.

**B) To guide the elaboration of investigations and the evaluation of the effectiveness of the curriculum and academic achievement**

The primary function of the school's curriculum is to help students learn. Student achievement occurs in three dimensions of human development: knowledge of skills and content, attitudes and values. These areas of student knowledge translate into academic achievement. For these reasons, the effectiveness of the curriculum can be assessed by measuring student academic achievement. In addition, the process of teaching and learning, in all its dimensions, may be an objective of systematic investigation. In both instances, the Curriculum Framework offers fundamental criteria related to the theoretical and philosophical framework in which investigations of educational processes should be based.

**C) To guide the processes of teacher preparation and development of in-service training by subject**

The continuum of an education of excellence in Puerto Rico depends on teachers currently in service and also on future teachers being prepared at universities in the various teacher preparation programs. It is imperative that teacher preparation programs are aligned with the professional profile required by the Department of Education in terms of content, teaching skills, knowledge, and transference of modern theories related to the teaching and learning processes in the classroom. This Curriculum Framework provides the necessary guides for the teacher preparation programs in the Island. It provides guidance and latitude for the preparation of professionals needed at the different grade levels and content areas.

**D) To guide the elaboration of the curriculum in its diverse levels (basic national – guide of courses, courses – school unit and instructional)**

The curriculum of the different programs of studies is structured into varying levels. It stems from the stipulated Standards, Curriculum Guides, Course Manuals, and instructional designs formulated by the teacher who determines what occurs in the classroom day by day. This Curriculum Framework establishes the criteria and theoretical and philosophical foundations that are the basis for curricular development at all levels. Personnel from different components of the educational system who work with the curriculum will find the principles that govern the different levels of the system clearly established within this document.

It is expected that those who develop the curriculum and those responsible for its implementation will find the means and strategies within the framework that can assist them. The framework is a warranty that the curriculum will be developed and completed in an efficient manner and in line with the educational principles that govern the Department of Education.

### • • • Overview

Most people accept that adequate English proficiency provides advantages for the citizens in Puerto Rico even though Spanish is the vernacular and the medium through which most daily affairs are carried out. Among the most important reasons for learning English from a social, political and economic perspective are the strong ties to the United States as a result of the migration of Puerto Ricans to the United States over the years. Importantly, English is also the preeminent international language in our ever-changing global society and the language of the information age. Moreover, English has become a language of social empowerment. Gatekeepers that permit socioeconomic mobility in this society use it as a “door-opener”. It is important to note, at this time, that English as well as Spanish are the official languages of Puerto Rico.

Learning English is beneficial for those who want to grow personally. It serves as a measure for increased enlightenment, social, emotional and moral development, value development and appreciation, self-awareness and self-confidence. Since culture is embedded in learning a language, learning English can assist the learner in becoming more culturally aware. Students can learn to appreciate and respect the cultures of the English speaking world albeit through a second language.

There is strong evidence that learning a second language also has cognitive advantages. Critical thinking, creativity, and mental flexibility are enhanced and intellectual ability is increased in the process of second language learning. In addition, language is indigenous to all learning that takes place and is the means by which students assimilate and give meaning to their experiences. Mastering two languages enriches and expands their learning experiences.

## • • • Teaching English in Puerto Rico: A Historical View

### **Historical-cultural-political. Socio-psychological: Attitudes and constraints, and historical-pedagogical perspectives**

The teaching of English in Puerto Rico has long been affected by the close connection that exists between language and identity and between a person's vernacular and his/her feelings of belonging to a specific language community. In the same way, there is also a close link between a country's language policy and its future development - political, cultural, economic and otherwise. Once a child has developed a vernacular language identity by school age, any attempt to modify this identity to include another language creates conflict in the second (or foreign) language (L2) learner and needs necessarily to be followed by conflict resolution.

For a better understanding and ability to deal with the present situation of the teaching of English in Puerto Rico, we need to look briefly at what has happened over the past 100 years.

The time between the beginnings of the American presence in Puerto Rico in 1898 until today can be roughly divided into two periods. From 1898 to 1947, the island's educational policy was largely determined outside of Puerto Rico by the federal government; after 1947, it has since achieved educational and policy autonomy. While English was taught in Puerto Rico's schools prior to 1905, the educational policy set by the United States government henceforward conserved Spanish as the language of instruction. The ultimate purpose was for teaching two languages in public schools, and the so-called "bilingualization" of the people in Puerto Rico.

Constant trials and challenges characterized the past 100 plus years, especially the first fifty years. The issues that were repeatedly raised and addressed throughout this time centered primarily on the following three key questions: (1) what should be the language of instruction in the public school system? (2) What should be the language of the textbooks? (3) At what age should the teaching of the second language begin? A myriad of decisions and reversals, and the resulting uneasiness and concern about the success of the teaching and learning of English has had a de-stabilizing effect on Puerto Rico. It lingers on even until today. To further aggravate the situation, one has to understand that the teaching of English as a second language was imposed on the public school system in Puerto Rico in 1903. This coincided with the establishment of the University of Puerto Rico, a place where Puerto Rican scholars and independence supporters were said to have a firm base. The bilingual teaching decision has always been regarded as a decision taken by an outside entity. As such, it has been rejected as having a "foreign influence". It is seen as a major threat to the very core of Puerto Rico's cultural and linguistic identity. A detailed account of the historical development of the teaching of

English in Puerto Rico has been given in other contexts and is referred to for further study of the subject (e.g. Lugo & Medina, 2003; Buhning, 1999; López Laguerre, 1997; Pousada, 1996; Resnick, 1993; Schweers, 1993; Epstein, 1970).

Lugo and Medina (2003) quote Babin (1983 [sic], p. 231) who stresses that “the language policy has been at the core of the cultural struggle throughout the 20th century” (p.3). They continue to point out that the educational system in Puerto Rico has been guided by two objectives, namely to eradicate illiteracy and to develop a bilingual person while preserving his/her vernacular language, Spanish.

According to Lugo and Medina “One of the pitfalls of the language policies that have significantly contributed to the apprehension toward the learning of the language has been the isolation of the historical viewpoint of how and why we have had to learn English in Puerto Rico” (p.3). In the view of many English as a second language (ESL) professionals in Puerto Rico, the

*D*isconnection from our historical reality and the disbursement of related language policies have deepened the controversy and created a myth surrounding the teaching of English. The myth imposed the belief that learning English meant losing their vernacular and consequently their identity. These circumstances led to the learner’s resistance to visualize the possible positive consequences of acquiring the language of the dominating country. (pp. 3-4)

In her study, Lopez Laguerre (1997) surveyed and analyzed public school teachers’ attitudes towards specific aspects of bilingualism as a socio-linguistic phenomenon and investigated some elements of public education in Puerto Rico with regard to language. Her study revealed that although bilingualism seems to be rejected in its broad form, the importance of learning English is mostly accepted. She concluded “[if] it is true that Puerto Ricans reject bilingualism for Puerto Rico in its broad form, it is also true that they accept the need to learn English” (p.226).

In a similar note, Velez (2002) pointed out that

*[n]umerous studies repeatedly demonstrate the high value assigned by island residents to learning English [especially the upper and upper middle classes]. It is assumed that to obtain a college degree, to enter a promising and high-paying profession, and to take full advantage of the opportunities garnered by studying, residing and working in the United States, high proficiency in English is a prerequisite. (p.8)*

However, he noted, bilingualism for the lower middle class and the working poor is an “unrealistic and unachievable goal” (ibid) at this point.

## • • • English in Puerto Rico: Is it a Bilingual, Foreign, or Second Language Teaching Environment?

### Definition of bilingualism

The meaning of the term “bilingualism” is highly subjective and in need of clarification in this context because it is used to refer to varying degrees of language proficiency in very different linguistic contexts. Moreover, it generates a highly charged emotional, political, and socio-psychological connotation (Crystal, 1994) among people. Harris and Hodges (1995) define the term bilingualism as “the ability to speak or understand with some degree of proficiency a language besides one’s native language” (p. 19).

### Discussion within the context of Puerto Rico

Although the teaching and learning of English has been a priority in terms of allocated funds and policy making over the past 100 years, various studies have shown that the results of these efforts have not been encouraging and are rather limited. Resnick (1993) indicated, that the conflict between “government planning for bilingualization and social pressure for monolingualism” (p. 259) impedes the use of the psychologically highly charged term “bilingual”. Therefore, “Puerto Rico’s language policy must acknowledge and justify the primary status of Spanish as the ancestral vernacular and the [primary] language of normal interaction in almost all domains” (Velez, 2002, p.8). However, he continues, “the official status of English [as a second language] should be recognized” because of its political, financial and economic ties to the United States (ibid.).

As mentioned above, English has been taught in Puerto Rico “as a second language” (ESL). The teaching and learning environment of English does not fall within the traditional ESL teaching paradigm. Generally, the target language is not spoken and used for communication outside the classroom. However, by moving away from the traditional definition of teaching and learning ESL and stressing the meaning of “second\* as **sequential** in terms of the timing, i.e., sequence of language acquisition, we can move away from the traditional concept and its various emotionally and politically charged connotations. In this way, we can clarify and establish the order of acquisition of L1 (Spanish first) and L2 (English second) in Puerto Rico. Thus, a chronological sequence is established and the term ESL becomes more neutral and less politically and socio-psychologically charged. As Buhring (1999) stated

*the first step in obtaining better results in the teaching and learning of English in Puerto Rico would be to “liberate” second language teaching and learning from the paralyzing effects of politics and to clarify its goals in a more realistic and less threatening way. (p. 5)*

## Solving the dilemma, a formidable task

More importantly, the teaching and learning of English as a second language according to Lugo and Medina (2003) should be “firmly established on the basis of its constituents” cultural, intellectual and affective needs and ... appropriately clarified, disseminated and assessed continuously” (p. 14). The teaching and learning of English in Puerto Rico must move away from the concept of a subtractive approach. The pedagogy must vigorously move forward towards an additive approach where the learning of English as a second language is genuinely perceived as desirable additional knowledge, which will open up new opportunities for learners, and will not be seen as a socio-psychological or political threat. This is a formidable task. It will take time and can only be successful through a sincere commitment and a collective effort by all those involved in the educational process. More importantly, this effort has to be de-politicized, mutually agreed upon by political, educational and community leaders. Above all, it must be planned and given a chance over time.

### ... Acquisition of English as a Process: Constructivist Approach

#### Overview of constructivist approach

Second language acquisition research has shown that learners’ attitudes, their motivation and the degree of their involvement in the learning process play a major role in and are extremely important for the learners’ success in improving their second language skills (Celce Murcia, 2001; Brown, 2000; Lightbown & Spada, 1999; Ellis, 1997, 1994; Barasch & Vaughn James, 1994; Krashen, 1985, 1982).

Exposure to (i.e. input of) authentic, learner-centered communication in the target language have been identified as important factors for successful second language (L2) acquisition. Success in L2 learning seems to be achieved when the L2 learner demonstrates a positive attitude towards the first language and culture as well as the second language. Success is also achieved when the learner is highly motivated and involved in the learning process, focusing on meaning and communication within the group. Successful L2 learning occurs in a social context; free of threats and full of opportunities for L2 learners to practice using the language in meaningful situations.

These aspects are for the most part incorporated in Stephen Krashen's Second Language Acquisition Theory. It consists of a number of hypotheses concerning (a) the distinction between L2 acquisition (subconscious) and L2 learning (conscious); (b) the Monitor which is active in L2 learning, yet not part of L2 acquisition; (c) the Natural Order in which language rules are acquired in a predictable or "natural" way; (d) the

Input hypothesis which stresses the importance that the learner comprehends target language input (through listening and reading) and that the input be slightly beyond the learner's current L2 level ( $i + 1$ ). This caveat is necessary so that the learning situation is challenging enough to keep the L2 learner interested and cognitively active. Lastly yet certainly not least is (e) the Affective Filter hypothesis. The hypothesis emphasizes that successful L2 learning environments must be free from stress and anxiety. It must be reassuring while respecting the L2 learner's desire to learn and acquire the target language. For a conceptualization of Krashen's L2 Acquisition Theory, see Figure 1 below.

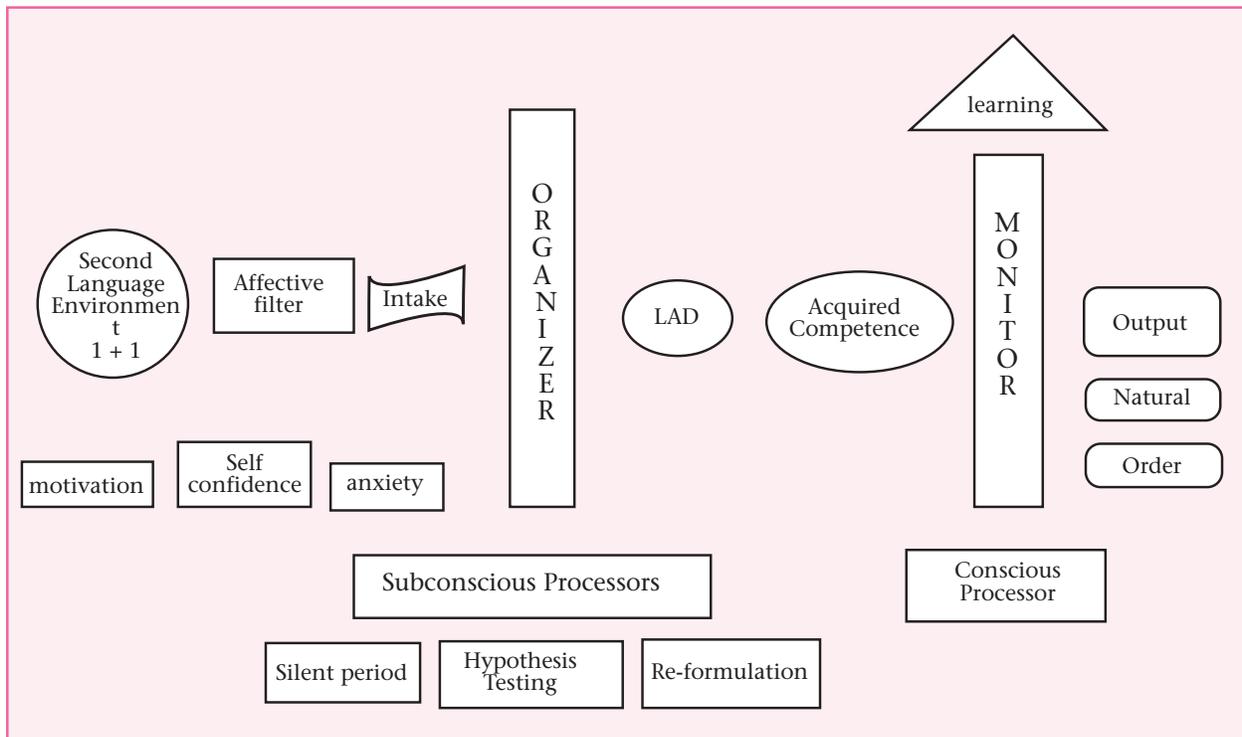


Figure 1 from: Acuna-Buhring (1985, p. 26)

Michael Long (1996) takes this acquisition model one step further when he emphasizes the pivotal role of interaction and input in the L2 acquisition process. According to Long, conversation and other forms of interactive communication is the key to success in acquiring linguistic rules in the target language. Brown (2000), points out that through “the curriculum ... principles of awareness, autonomy, and authenticity lead the learner into Vygotsky’s (1978) zone of proximal development (ZPD) where learners construct the new language through socially mediated interaction” (p. 287).

## Application of the constructivist approach to L2 teaching and learning

From a constructivist view of teaching and learning, knowledge and meaning are not imparted by the teacher to the students, but rather created collectively by learners and teachers. Together, they might use a variety of approaches and methods as well as authentic materials that they may have created and written, in part, themselves. The learning and teaching is learner-centered and students learn how to learn. Some of these approaches reflect Paolo Freire’s participatory approach and the whole language approach, to name just these two in this section. Jack Richards ((2001) points out that

*[c]constructivists emphasize that learning involves active construction and testing of one’s own representation of the world and accommodation of it to one’s personal conceptual framework. All learning is seen to involve relearning and reorganization of one’s previous understanding and representation of knowledge. (Roberts 1998, p. 23 in Richards, p. 117)*

According to Lugo & Medina (2003) “[s] students should be taught from a contextualized approach and the content of study should reflect the student’s environment and pertinent reality” (p. 11).

In terms of L2 teaching and learning in Puerto Rico, the constructivist approach translates into an anxiety free classroom atmosphere where the target language, English, is used to communicate among a group of L2 learners and the teacher as a facilitator for genuine communication. Authentic language material is used, reflecting the L2 learners’ values and interests, material that was developed and designed for these learners and with these learners in mind. Some of the materials may be created by the learners themselves to increase the learners’ interest and involvement as well as their linguistic level. Cooperative and small group work is encouraged and learning is reinforced through constructive feedback from peers and the teacher. Communicative language teaching as well as project-based learning are emphasized and individual learner’s strengths are used to assist others in their learning (Vygotsky, 1978).

Whenever possible, classroom work is enriched and complemented with voluntary, challenging extra-curricular activities that respond to students' interests and talents and where students are "immersed" in the L2 language experience. The learners' different learning strategies and multiple intelligences are taken into consideration and addressed as well as further developed through a variety of teaching techniques and activities and appropriate materials.

Above all, English as a second language has to be taught "in a socio-linguistically non-threatening environment, recognizing [and reassuring the L2 learners and their parents] that Spanish is and will be the students' vernacular.

Language learning should be an enriching experience, broadening our minds and enabling us to meet the ever increasing professional demands in a global world". (Buhring 1999)

### **Need for appropriate teacher preparation**

With regard to teacher preparation, it is absolutely necessary that all teachers who teach English be highly fluent in the language and have solid second language pedagogical skills. This knowledge has to be demonstrated through a vigorous certification process before they are hired and/or given permanent status. Like any professional, teachers must further develop their expertise and L2 ability throughout their teaching career through mandatory continuing education opportunities and in-service training provided and paid for by the PR Department of Education.

A very serious problem in Puerto Rico is the acute shortage of qualified and well prepared English teachers at all levels, including early childhood education. This issue needs to be addressed immediately because this critical situation cannot be allowed to continue. It needs to be genuinely remedied through the creation of a special incentives program for English teachers and eradicated on a long-term basis.

### **Mission and goals**

The English Program's mission and goals of the Department of Education are based on the Organic Law (149) of July 1999. The mission, according to the law, is to develop communicatively competent students in the English language. Notwithstanding, it recognizes that successful Spanish literacy will be the foundation for developing proficiency in a second language. Collaboration between the Spanish and English programs is therefore necessary and crucial.

The English program is committed to promoting and facilitating the development of critical and creative thinkers capable of communicating effectively to deal with the high expectations and demands of a society which is immersed in a global interchange and

collaboration. The program will provide a comprehensive, challenging, and enriching curriculum that takes into account students' social, economic, cultural, and personal backgrounds including their knowledge and skills.

To provide the educational experiences that will prepare all students to reach their potential, the Department through its schools must ensure that students communicate effectively in English through program adopted goals. These are:

- Offer students English language experiences that are based on challenging, meaningful and pertinent content, and use performance and assessment standards based on the humanistic constructivist paradigm.
- Prepare all students to reach their potential through the development of their abilities in the four strands of the English program: oral communication, written communication, reading comprehension, and literary appreciation.
- Empower students to become competent, knowledgeable, independent, reflective, and self-confident English language learners.
- Prepare students to access, organize, and evaluate information obtained through technological or electronic means for the development of listening, reading and writing skills.
- Develop students' critical and creative thinking through the process of English language learning.
- Reinforce and model students' ethical and moral values, awareness, and cultural repertoire through exposure to a variety of literatures in English.
- Encourage all students to become informed and responsible citizens in a democratic society.
- Provide opportunities for student participation in a variety of social and interactive scenarios.

## • • • Concepts, Principles, and Focus of the English Program of Puerto Rico

### Concepts and general principles

In the following sections, the special situation in Puerto Rico, pertinent research data and experiences as well as the general knowledge base in the field of second language learning and teaching as discussed in the previous sections are integrated. This is done

for the purpose of identifying and discussing the concepts and general principles of a successful English language program (L2). This program responds to the complexity of the second language teaching and learning situation in Puerto Rico and the diversity of the students it serves.

### The English Program is based on the following general assumptions (GP)

(GP1)

The learning of the English language in Puerto Rico from an early age is seen as an opportunity for the learners' personal and - with time - professional enrichment and a strengthening of their overall linguistic cognitive system. The teaching and learning of English in the 21st century is of particular importance in a world that is growing closer together in all areas every day and where English is the predominant second language of communication among countries with different first languages.

Overcoming the traditional tendency for monolinguals to protect the first language and culture and the resulting resistance towards learning English as a second language in Puerto Rico, is indeed a formidable task. It can only be successfully accomplished in the long run if a collective effort is undertaken by all sectors of society to promote and encourage an atmosphere of **additive bilingualism**. Puerto Rican political, educational and community leaders must be in the forefront of this effort. In such a learning environment, the teaching of English is not seen as a threat to the students' first language and the dominant culture. Rather, it is a chance for the individual and society as a whole to grow intellectually and remain competitive in a globalized world. Moreover, the concept of additive bilingualism would eventually reduce the gap that exists in our society between those who know English and have many opportunities and those with limited English language skills. Consequently, as a result, those with limited English skills will have less access to the opportunities that the Puerto Rican economy offers them.

Schools need to address the problem that many students and their parents perceive the teaching of English as a threat. There are many possibilities to work with in this direction, such as organizing formal and informal activities, seminars, parent/teacher conferences, conversation sessions and different motivational projects. Above all it has to be made clear that learning English does not mean taking anything away from students. On the contrary, they should know that it means increasing the learner's cognitive abilities and intellectual capacities and providing them with more opportunities for a

better and more secure future. In this respect, English teachers should not only teach the English language but also give priority to the student's affective state. English teachers must ensure that these pupils are motivated and receptive to learning English.

Given the importance of student attitudes on learning outcomes, it is absolutely necessary that English teachers, in cooperation with the whole school system, build and provide a positive learning environment. An environment where the students' "affective filter" (Krashen) is open to and ready to acquire the language.

**(GP2)** The English Program responds directly to the students' needs, attitudes, and their academic goals through a curriculum that is "customized" and designed for them by their teachers. In this context it is important to stress that the highest academic excellence and rigor are maintained in the English Program and all English classes.

**(GP3)** Students are challenged intellectually and guided in their proximal ESL development (adapted from Vygotsky's Zone of Proximal Development) to reach their utmost potential through materials, activities, and approaches that involve and address their multiple intelligence (Gardner 1983 in Brown, 2000, p. 100). At the same time, these materials must reflect and respond to the students' interests and the cultural realities in Puerto Rico and deal with Puerto Rico's close connection to the United States. In this way, the English program is as Schweers & Hudders (1993) argued "a teacher-generated and learner-centered curriculum" (p. 21).

**(GP4)** The English Program recognizes the need for immersion-like activities to complement classroom work. Learning activities in the English language classroom need to be supplemented by an enriching program of a variety of extra-curricular activities conducted in English on some afternoons, during weekends and/or during vacation time. The purpose of these activities is to engage the language learner in meaningful situations where he/she has an interest in the topic and uses the English language as a tool in authentic collaborative communication efforts (Ellis, 1994; Krashen, 1982).

**(GP5)** The English Program further emphasizes an integrated educational language experience where the English class is not seen as isolated and separate from the rest of the curriculum. For instance thematic coordination with other

subjects can be achieved to facilitate second language acquisition. At the same time, the positive values of our society need to be reinforced, taught and experienced in the English language classroom.

GP6)

Student's intellectual progress is enhanced through the development of critical as well as systematic thinking skills. Teachers need to be concerned not only with the language input they give and the language output the students produce but also with the process of thinking that has occurred within the learner's cognitive system and led to a particular second language (L2) output. In this way, the learner's output can be seen as a "window" to his/her interlingua system (Selinker, 1972 in Brown, 2000, p. 215); and, valuable inferences can be drawn about the L2 learning process that students experience in Puerto Rico.

### • • • Focuses and Features

#### The English Program focuses in particular on the following features: Student Diversity

ESL professionals have recognized the complexity of the L2 learning situation and student diversity in Puerto Rico for years. (Schweers & Hudders, 1993) The wide discrepancies among students learning English as a second language in Puerto Rico is particularly obvious with regard to students' socio-economic status; their needs and attitudes towards learning English; the support they get at home in this particular subject; their interests and personal as well as professional goals; and the opportunities for exposure to English outside the L2 classroom. Recognizing this diversity, the English Program must be decentralized so that each student, school and community can be studied in its own psycho- and sociolinguistic as well as linguistic complexity and reality. A needs assessment is necessary in order to design a curriculum that corresponds to the previously identified parameters of students, school, and community.

#### Characteristics of ESL Teaching Professionals

The English teacher who responds to the challenge of teaching English as a second language (ESL) has to be a highly trained and qualified professional; a very creative, thoughtful and reflective educator. Among the characteristics that this teacher must possess are the following:

- Excellent command of the English language, including fluent oral and written communication skills
- Solid academic preparation in the field of teaching English as a second language in a multi-cultural environment
- Positive attitude towards the teaching and learning of English in Puerto Rico, his/her students and the school
- Understanding the student cognitive learning process with regard to the L2 learning and acquisition process
- Ability to develop student's critical thinking skills and to convey the positive values of our L1 and L2 society and culture
- Capability to work with parents, involving them in the teaching/learning process of their children and the school community in general
- Dedication to the teaching profession and a willingness to continue a life of learning and research.

The English teacher is not only concerned about his/her students' acquiring the English language, but also about their positive attitudes towards L2 language and culture. The teacher provides and promotes a teaching and learning atmosphere free of fear and pressure where students feel comfortable and not threatened in their linguistic and cultural identity. With the support of his/her colleagues at school, parents and the school -community, the English teacher also spreads a genuine interest among the students to learn English as a second language inside and outside the classroom. The teacher also projects the concept of additive bilingualism as an opportunity for the students' intellectual enrichment and growth. When this is accomplished, students benefit. The potential that the doors of opportunity will open for them in the future is greater. Setting the example, the English teacher promotes lifelong learning among students so that they continue improving their English in the future.

The English teacher is well prepared to study students' linguistic and psycho- as well as sociolinguistic needs. Because of this insight, the teacher collaboratively designs an English curriculum within the Conceptual Curriculum Framework of the Department of Education with ESL colleagues at the school. Thus, the curriculum offered to students will correspond to the specific demands and requirements of a particular student body, school and community. Consequently, the collaborative effort allows the ESL team to choose and develop pertinent materials that will be used for a "customized" ESL curriculum.

It is obvious that teachers need to be supported in their efforts to strengthen the skills and abilities mentioned here. **Therefore, a comprehensive program of in-service professional development** with a variety of options needs to be established. These options

include grants for advanced studies, weekend seminars, workshops, immersion programs and participation in teacher training programs in Puerto Rico as well as the United States during the summer, sabbatical and study leaves as well as a special incentive system to retain competent English teachers. Teachers that continually pursue professional development need to be adequately remunerated. A mentor system should be established to provide assistance to new teachers. They will be assisted in the design of the appropriate curriculum and the choice and preparation and/or adaptation of materials to teach the courses within this special curriculum. Teachers also need to be well compensated for the additional workload and extra responsibilities.

## Features of the English Program Curriculum

The English curriculum is characterized by its adaptability in offering students alternatives to the traditional ESL curriculum. These enable them to address their reality and specific needs in the teaching/learning situation and the complexity and diversity described previously. Therefore, the English Program has to be decentralized and curricular decisions made at the school-community level within the parameters of the Conceptual Curriculum Framework elaborated by the Department of Education. This Conceptual Framework safeguards against the fragmentation of learning and ensures high standards in student outcomes.

In addition to its flexibility, the English Program is further characterized by an interdisciplinary approach where learning English as a second language is integrated with the learning of other subjects. To this effect, cooperation and collaboration among teachers of different subjects is emphasized in order to put this integrative approach to teaching and learning into practice. Second language acquisition research and methodology both in the United States and Puerto Rico support a decentralized, teacher-generated and learner-centered curriculum where the student is genuinely interested in learning and growing intellectually. The Language Experience Approach developing into an adapted Whole Language Approach within a constructivist perspective of learning and a humanistic-cognitive framework are emphasized in this context to ensure positive learning outcomes.

The curriculum should also include the following aspects:

### Knowledge

- Concepts; ideas; facts; divergences; principles; theories; technology, paradigms; laws

### Values, attitudes and human virtues

- Ethics; dignity; solidarity; equality; integrity; self-control; responsibility; socialization; collaboration

### Skills and competencies

- Life skills; reflective thinking; critical and creative thinking; communication; study skills; research, adaptation; work; technology; integration; theorization, assessment

### School to work

- Supply and demand; total quality; commitment; dedication; service; production; technology; employability; negotiation; obtaining, retaining and progressing on the job; professional development; rules and regulations; institutional culture and politics

### Technology

- Computation; network; access; effective use of equipment; set of rules and regulations; educational application; configure; cybernetics; distance learning; integration; internet

### Economy

- Savings; investments; consumerism; global economy; management of goods; production and distribution; exportation and importation; management of public funds; budgets

### Cultural diversity

- Ethnicity; race; age and gender; origin; socio-economic status; type of family; schooling; migration; bilingualism

### Environment

- Prevention; health; hygiene; conservation of resources; ecology; quality of life; reforestation; recycling; restoration.

Materials are chosen and/or adapted by teachers in consultation with each other, not by the Department of Education at the central level. Moreover, students themselves will develop materials under the guidance and with the help of their English teachers. The idea is to promote learner-centered materials and to ensure the students' continued interest in English. The process allows them to realize their ability not only to acquire the language, but also to develop texts that can be used to teach and learn the language. In this way, the students' self-esteem is greatly enhanced. Students will realize that they can, in fact, learn English as a second language and even contribute to the teaching/learning process themselves. This approach is also supported through research conducted here (Schweers & Hudders, 1993) and in the United States (Brown, 2000).

The emphasis of teaching English as a second language in Puerto Rico within the Conceptual Curriculum Framework is on the development of the students' communicative competence and the ability to communicate cross-culturally in oral and written form. Basic interpersonal communication skills (BICS) will be further enhanced through literacy development. These skills will be similarly enhanced when addressing student work-related and/or academic needs. These are especially important for those who pursue university studies. In this way, the English curriculum enables the student to function in a highly technically oriented world where English is an absolute necessity for improved professional opportunities and personal satisfaction.

### • • • Strategies for Positive Results in the Teaching of English in Puerto Rico

To address the varied needs of a heterogeneous student body in a variety of teaching/learning situations, the English Program diversifies its course offerings and increases the number of courses provided. Students have more choices in terms of courses they select and are, consequently, more interested in the selected course. Materials are chosen by the teachers in cooperation with each other and integrated into the overall curriculum at that school. Techniques, strategies and teaching/learning activities are decided upon and developed by the teacher who considers the students' needs and interests as well as their motivation to take this particular course. Project based learning and hands-on experiences will be emphasized and student multiple intelligences will be taken into consideration in the teaching/learning process and further strengthened. Extra-curricular activities in English are provided to increase the students' exposure to the language outside the classroom. Technology is used as a teaching and learning tool in the L2 acquisition process. An afternoon tutoring program is set up to help students with their assignments in English. This tutoring program is staffed with students from higher grades under the supervision of an English teacher. These tutors as well as the teacher who has the role of a consultant in this tutoring program will be adequately remunerated for their work.

To ensure positive results in the teaching/learning process of English as second language teachers need to be well prepared in using **different approaches, techniques and strategies** available based on new developments. They must adjust their strategies and techniques to the needs of their students, addressing their multiple intelligence in different ways. They need to promote and develop their students' specific learning styles and strategies. In a cooperative learning environment, the students take an active role in their own learning and that of their peers. The number of students in the ideal English classroom is limited so that positive results are possible. The classroom is characterized by the collaboration among L2 learners under the guidance of the ESL teacher.

Of course, the particular approaches, strategies, and activities incorporated into an ESL program will depend on several factors: the students, the situation and the teacher's preference. They must be chosen with care in order to reach all students, develop each student's potential, and promote their L2 learning. Teachers need to be knowledgeable about available approaches, techniques, and activities that have been found to be conducive to L2 acquisition and communication skills. The teacher should select those that are appropriate to the requirements in their specific school situation.

There are several approaches and the corresponding activities that have been successful in an L2 cooperative learning environment that are based on the constructivist and humanistic learning theory. The following have to be mentioned: Total Physical Approach (TPA), the natural approach used for the development of basic and everyday communicative skills, and the Language Experience Approach (LEA) used to develop ESL literacy skills using authentic literary texts (children's and young adult literature) in a literature-based curriculum. In addition, the use of jazz chants music and poetry as well as storytelling, role-playing and drama help to develop L2 skills.

Cooperative learning while addressing multiple intelligences, hands-on experiences and project based learning has been found to have a positive effect on L2 classroom learning, especially if enhanced by an extra-curricular activities program that provides students with L2 immersion experiences in which they are genuinely interested and get actively involved. Writing workshops as well as advanced academic reading and writing groups are organized to challenge more advanced L2 learners in this environment.

The L2 classroom must become a lively place where the L2 learners have a vested interest in their learning, participate actively and contribute to the learning situation under the guidance of their ESL teacher. They realize that their efforts and commitment will "pay off" in terms of progress in the target language. It is a classroom characterized by mutual respect and consideration for each other's needs, values and interests. It is a classroom where - above all - L2 learning is seen as an enhancement and an opportunity for intellectual and cognitive growth, essential for a better future.

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## SCOPE AND SEQUENCE



### • • • Introduction

The English Program’s goal is to develop communicatively competent students in English and to prepare students to function effectively in our social-cultural environment. The curriculum has integrated major approaches that have made great contributions to the field of teaching English: “Total Physical Response (TPR)”, “Language Experience Approach”, “Natural Approach”, “Communicative Approach”, and “Balanced Literacy Approach”. These approaches integrated with the language arts are to be developed in the teaching of English.

The emphasis in Kindergarten and the first semester of the first grade is auditory comprehension, oral communication and cultural diversity developed through children’s literature. The reading and writing process is initiated during the second semester of the first grade as well as auditory comprehension, oral communication and cultural diversity. The approaches mentioned continue to be applied in the second and third grade with emphasis on the integration of the language arts using the “Balanced Literacy Approach”.

In grade level 4-6 the focus is the same as grade level k-3 with special emphasis in the “Balanced Literacy Approach” to develop auditory comprehension, oral and written communication, and cultural diversity. Creative writing is introduced at this level. Encouragement to create bilingual resources begins here.

The English Program’s curriculum at the intermediate level consists of three grades: English 7, 8, 9. It is recommended that the “Balanced Literacy Approach” be used at this level in order to obtain the total integration of the language arts. To enrich and motivate independent reading, the students use supplementary readings for the purpose of promoting individual projects orally and in written form.

The English Program’s curriculum at the high school level (10, 11, and 12) provides for the development of the language skills using Balanced Literacy. It includes the development of skills such as literary analysis, oral communication, written composition and investigation. There is an integration of the four language arts with emphasis in the conversational phase when using Balanced Literacy. To enrich and motivate independent reading the students use supplementary classic readings for the purpose of developing individual projects in oral and written form.

**NOTE TO READER:** Refer to Attachment A for information on **Alternate Assessment of the Educational Progress of Students With Significant Disabilities** on pages 66. Refer to Attachment B for information on the **Description of Assessment Strategies** on page 95. Specific information on Rubric Guidelines is found on page 98. Likewise, detailed information on **Portfolio Assessments** is found on page 101. Content Standard #1

COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level – 1-3

Content Standard #1	Concepts	Skills	Attitudes and Values	Assessment
<b>Oral Communication</b>				
<ul style="list-style-type: none"> <li>- The student listens to and uses language effectively to interact verbally / non-verbally in different academic and social environments, using different learning strategies and critical thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>- listening</li> <li>- oral communication</li> <li>- social interaction</li> <li>- phonics</li> <li>- structure</li> <li>- sight vocabulary</li> <li>- context clues</li> <li>- conversations</li> <li>- information</li> <li>- questions                             <ul style="list-style-type: none"> <li>- daily routine</li> <li>- clothing</li> <li>- friends</li> <li>- food</li> <li>- animals</li> <li>- money</li> <li>- personal information</li> </ul> </li> <li>- commands</li> <li>- instructions</li> <li>- description</li> <li>- auditory sequence</li> </ul>	<p><b>First Grade</b></p> <ul style="list-style-type: none"> <li>- Responds to verbal instructions and commands</li> <li>- Answers questions about daily routines and personal information</li> </ul> <p><b>Second Grade</b></p> <ul style="list-style-type: none"> <li>- Asks and answers questions about at least two of the following topics:                             <ul style="list-style-type: none"> <li>- Daily routines</li> <li>- Clothing</li> <li>- Friends</li> <li>- Food</li> <li>- Animals</li> <li>- Money, personal information</li> </ul> </li> </ul> <p><b>Third Grade</b></p> <ul style="list-style-type: none"> <li>- Recalls an auditory sequence</li> <li>- Talks about or describes a picture or particular situation</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a positive attitude toward the English language by using it to communicate</li> <li>- Awareness of the existence of a language different from our own</li> <li>- Develop a willingness to take risk to acquire the second language</li> </ul>	<p>Teacher's observation using:</p> <ul style="list-style-type: none"> <li>- Checklist</li> <li>- Rubrics</li> <li>- Interview</li> <li>- Retells a story</li> <li>- Self assessment (checklist)</li> <li>- Peer assessment (checklist)</li> <li>- Oral presentations (rubrics, checklists)</li> <li>- Observation (checklist, rubric)</li> </ul>

COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level – 1-3

Content Standard #2	Concepts	Skills	Attitudes and Values	Assessment
<b>Written Communication</b>				
<p>The student writes narrative, descriptive, expository and persuasive texts demonstrating command of Standard English and the stages of the writing process, using research and organizational strategies.</p>	<ul style="list-style-type: none"> <li>- thought</li> <li>- thinking process</li> <li>- organization</li> <li>- writing                             <ul style="list-style-type: none"> <li>- name</li> <li>- word</li> <li>- comma</li> <li>- phrase</li> <li>- sentence</li> <li>- phonetics/ invented spelling, description</li> </ul> </li> </ul>	<p><b>First Grade</b></p> <ul style="list-style-type: none"> <li>- Writes his / her name</li> <li>- Writes a word, comma, phrase or sentence using phonetic or invented spelling to describe a picture</li> </ul> <p><b>Second Grade</b></p> <ul style="list-style-type: none"> <li>- Writes words, phrases or simple sentences about a picture using the following writing conventions:                             <ul style="list-style-type: none"> <li>- Capital letters</li> <li>- End Punctuation</li> <li>- Constructs simple sentences (four words)</li> </ul> </li> </ul> <p><b>Third Grade</b></p> <ul style="list-style-type: none"> <li>- Writes simple sentences using capital letters and correct end punctuation</li> <li>- Constructs a complete sentence (five words)</li> </ul>	<ul style="list-style-type: none"> <li>- Positive attitude towards the importance and usefulness of writing English</li> <li>- Satisfaction and pride in presenting neat written work</li> <li>- Desire to share personal experiences with others using English as the medium of communication</li> <li>- To derive enjoyment and satisfaction in learning to express ideas in writing.</li> <li>- Willing to accept the ideas and expressions in their writings</li> </ul>	<ul style="list-style-type: none"> <li>- Drawings (rubric, checklist)</li> <li>- Cartoons / comic strips</li> <li>- Journals</li> <li>- Writing prompts</li> <li>- Picture book (rubrics or checklist)</li> <li>- Self assessment (checklist)</li> <li>- Peer assessment (checklist)</li> </ul>

COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level – 1-3

Content Standard #3	Concepts	Skills	Attitudes and Values	Assessment
<b>Reading Comprehension</b>				
<ul style="list-style-type: none"> <li>- The student demonstrates confidence, independence and flexibility in the strategic use of reading skills, critical thinking and the conventions of language for reading a range of simple to complex texts.</li> </ul>	<ul style="list-style-type: none"> <li>- reading</li> <li>- printing conventions</li> <li>- reading mechanics</li> <li>- reading strategies</li> <li>- sight vocabulary</li> <li>- pictures as clues to meaning</li> <li>- context as clue to meaning</li> <li>- prediction of outcomes</li> <li>- decoding</li> <li>- encoding</li> <li>- phonics</li> <li>- structure</li> <li>- details</li> <li>- sequence of events</li> <li>- main idea</li> <li>- cause and effect relationship</li> <li>- retelling</li> <li>- dictionary as reference</li> </ul>	<p><b>First Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies and recalls simple details in a sentence</li> <li>- Recalls sequence of three events from a selection read using pictures</li> <li>- Identifies details from a picture</li> </ul> <p><b>Second Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies simple details from a short paragraph</li> <li>- Recalls sequence of four events using pictures</li> <li>- Infers details from pictures</li> <li>- Identifies the main idea in a short paragraph</li> </ul> <p><b>Third Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies simple details in a paragraph</li> <li>- Recalls sequence of events using pictures or sentence strips</li> <li>- Infers details from pictures</li> <li>- Identifies the main idea of a short selection</li> <li>- <b>Predicts outcomes</b></li> </ul>	<ul style="list-style-type: none"> <li>- Recognizes through the readings that there are universal values across cultures</li> <li>- Positive attitude toward reading</li> <li>- Positive attitude toward using English to express ideas about reading material</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Logs</li> <li>- Cartoons / Comic Strips (Rubric, checklist)</li> <li>- Graphic Organizers</li> <li>- KWL</li> <li>- Teacher observation (checklist)</li> <li>- Self-assessment</li> <li>- Individual recitations</li> </ul>

COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level – 1-3

Content Standard #4	Concepts	Skills	Attitudes and Values	Assessment
<b>Literary Appreciation</b>				
<p>- The students use the language arts to comprehend, interpret and critique imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, recognizing the social, historical and cultural features of the text.</p>	<ul style="list-style-type: none"> <li>- society</li> <li>- history</li> <li>- culture</li> <li>- text comprehension</li> <li>- interpretation</li> <li>- story elements</li> <li>- title</li> <li>- author</li> <li>- main characters</li> <li>- setting</li> <li>- sequence of events</li> <li>- fantasy and realism</li> </ul>	<p><b>First Grade</b> Listens to and views a simple illustrated selection and identifies the:</p> <ul style="list-style-type: none"> <li>- Title</li> <li>- Author</li> <li>- Main characters</li> <li>- Setting</li> </ul> <p>Distinguishes between fantasy and realism</p> <p><b>Second Grade</b> Listens to and views a simple illustrated selection and identifies the:</p> <ul style="list-style-type: none"> <li>- Title</li> <li>- Author</li> <li>- Main characters</li> <li>- Setting</li> <li>- Sequence of events</li> </ul> <p>Distinguishes between fantasy and realism</p> <p><b>Third Grade</b> Reads two short illustrated selections and identifies the:</p> <ul style="list-style-type: none"> <li>- Title</li> <li>- Author</li> <li>- Main characters</li> <li>- Setting</li> <li>- Sequence of events</li> </ul> <p>Distinguishes between Fantasy and realism</p>	<p>A willingness to risk using English to communicate personal values and attitudes</p>	<p>Graphic Organizer (Story elements)</p> <ul style="list-style-type: none"> <li>- Writing logs</li> <li>- Guided stories (rubric)</li> <li>- Reader's response journal</li> <li>- Teacher's observation (checklist)</li> <li>- Self assessment (checklist)</li> <li>- Portfolio</li> </ul>

COMMONWEALTH OF PUERTO RICO  
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SCOPE and SEQUENCE

Grade Level 4-6

Content Standard #1	Concepts	Skills	Attitudes and Values	Assessment
<b>Oral Communication</b>				
<ul style="list-style-type: none"> <li>- The student listens to and uses language effectively to interact verbally / non-verbally in different academic and social environments, using different learning strategies and critical thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>- oral expression</li> <li>- exchange of ideas and feelings</li> <li>- social interaction</li> <li>- information</li> <li>- directions</li> <li>- details</li> <li>- sequence of events</li> <li>- main idea</li> </ul>	<p><b>Fourth Grade</b></p> <ul style="list-style-type: none"> <li>- Asks for and gives information or directions.</li> <li>- Listens to a short selection and identifies details, main idea or sequence.</li> </ul> <p><b>Fifth Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies, describes and asks for or gives information or directions.</li> <li>- Listens to a short selection and identifies details, main idea or sequence.</li> </ul> <p><b>Sixth Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies, describes and asks for information or directions.</li> <li>- Listens to a short selection and identifies details, main idea or sequence.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a positive attitude toward the use of the English Language in social settings.</li> <li>- Develop enjoyment in listening to video tapes through the use of technological devices (computers, DVD)</li> <li>- Develop students' awareness of their capacity and potential for learning English</li> <li>- Willingness to risk to communicate ideas in the English Language</li> </ul>	<ul style="list-style-type: none"> <li>- Observation (rubric or checklist)</li> <li>- Recording of conversations and discussions (rubric or checklist)</li> <li>- Student-teacher interview (rubrics)</li> <li>- Retells stories (rubric)</li> <li>- Self-assessment (checklist)</li> <li>- Peer assessment (checklist)</li> <li>- Oral presentation (rubrics)</li> <li>- Anecdotal records</li> </ul>

COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level 4- 6

Content Standard #2	Concepts	Skills	Attitudes and Values	Assessment
<b>Written Communication</b>				
<ul style="list-style-type: none"> <li>- The student writes narrative, expository, persuasive and descriptive texts demonstrating command of Standard English, using research and organizational strategies and the stages of the writing process.</li> </ul>	<ul style="list-style-type: none"> <li>- sentence</li> <li>- paragraph</li> <li>- questions</li> <li>- organization</li> <li>- ideas</li> <li>- creative writing</li> <li>- dialogues</li> <li>- journals</li> <li>- text</li> <li>- personal feelings</li> <li>- experience</li> <li>- diagrams</li> <li>- charts</li> <li>- group stories</li> <li>- guided writing</li> <li>- story endings</li> <li>- computer</li> <li>- personal letter</li> <li>- descriptive sentence</li> <li>- descriptive paragraph</li> </ul>	<p><b>Fourth Grade</b></p> <ul style="list-style-type: none"> <li>- Constructs a complete sentence (6 words)</li> <li>- Writes 3 descriptive sentences</li> </ul> <p><b>Fifth Grade</b></p> <ul style="list-style-type: none"> <li>- Constructs a complete sentence (7 words)</li> <li>- Writes 4 descriptive sentences</li> </ul> <p><b>Sixth Grade</b></p> <ul style="list-style-type: none"> <li>- Constructs a complete sentence (7 words)</li> <li>- Writes a simple Descriptive Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfaction and pride in preparing neat written work</li> <li>- Willingness to express ideas in writing</li> <li>- Awareness of the need for communicating through writing for academic as well as personal reasons</li> <li>- Appreciation of the innate capacity of all human beings to generate ideas and to write</li> </ul>	<ul style="list-style-type: none"> <li>- Autobiography (rubric)</li> <li>- Comic Strips (checklist, rubric)</li> <li>- Journals</li> <li>- Biographies (rubric)</li> <li>- Reflexive diaries</li> <li>- Writing prompts</li> <li>- Graphic Organizers</li> <li>- Anecdotal records</li> <li>- Self-assessment (checklist)</li> </ul>

COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level 4-6

Content Standard #3	Concepts	Skills	Attitudes and Values	Assessment
<b>Reading Comprehension</b>				
<ul style="list-style-type: none"> <li>- The student demonstrates confidence, independence and flexibility in the strategic use of reading skills, critical thinking and the conventions of language for reading a range of simple to complex texts.</li> </ul>	<ul style="list-style-type: none"> <li>- reading</li> <li>- printing conventions</li> <li>- reading mechanics</li> <li>- reading strategies</li> <li>- sight vocabulary</li> <li>- pictures as clues to meaning</li> <li>- context clues</li> <li>- prediction of outcomes</li> <li>- decoding</li> <li>- encoding</li> <li>- structure</li> <li>- syntax</li> <li>- semantics</li> <li>- glossary, dictionary and thesaurus as references</li> </ul>	<p><b>Fourth Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies and recalls details</li> <li>- Recalls sequence of five events from a selection read</li> <li>- Identifies the main idea</li> <li>- Identifies cause and effect relationships</li> </ul> <p><b>Fifth Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies and recalls details</li> <li>- Recalls sequence of events</li> <li>- Identifies the main idea</li> <li>- Draws conclusion</li> <li>- Draws meaning from context</li> </ul> <p><b>Sixth Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies details in a selection</li> <li>- Infers cause and effect relationships</li> <li>- Identifies the main idea</li> <li>- Predicts outcomes</li> <li>- Draws conclusion</li> <li>- Identifies sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>- Recognizes through readings that there are universal values across cultures</li> <li>- Reading as a means of increasing knowledge and acquiring experience</li> </ul>	<ul style="list-style-type: none"> <li>- Reading logs (checklist)</li> <li>- Individual recitations (rubric)</li> <li>- Comic strips (checklist, rubric)</li> <li>- Graphic organizers</li> <li>- Self – assessment (checklist)</li> <li>- Teacher’s observation (checklist)</li> <li>- KWL chart</li> </ul>

COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level 4-6

Content Standard #4	Concepts	Skills	Attitudes and Values	Assessment
<b>Literary Appreciation</b>				
<ul style="list-style-type: none"> <li>- The student uses the language arts to comprehend, interpret and criticize imaginative text in every medium, drawing on personal experiences and knowledge to understand the text, recognizing the social, historical and cultural features of the text.</li> </ul>	<ul style="list-style-type: none"> <li>- experiences</li> <li>- knowledge</li> <li>- emotions</li> <li>- reactions</li> <li>- story elements</li> <li>- character traits</li> <li>- setting</li> <li>- events</li> <li>- dialogues</li> <li>- plot</li> <li>- narrator</li> <li>- speakers</li> <li>- poetry</li> <li>- rhythm</li> <li>- rhyme</li> <li>- assonance</li> <li>- alliteration</li> <li>- prose</li> <li>- fiction</li> <li>- genre</li> </ul>	<p><b>Fourth Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies characters, setting, and key events</li> <li>- Determines character traits from dialogues in text</li> </ul> <p><b>Fifth Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies and describes the story elements of plot , setting and character</li> <li>- Identifies the speakers or narrator in a selection</li> </ul> <p><b>Sixth Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies rhythm, rhyme, assonance and alliteration in poetry</li> <li>- Differentiates among common forms of literature such as poetry, prose, fiction and non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>- Reading as a means of increasing knowledge and acquiring experience</li> <li>- Identify common experiences of the human condition, ex. love, generosity</li> </ul>	<ul style="list-style-type: none"> <li>- Reading inventories</li> <li>- Reader's response journals</li> <li>- Writing logs</li> <li>- Book talks (rubric)</li> <li>- Graphic organizers</li> <li>- Story maps</li> </ul>

COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level 7-9

Content Standard #1	Concepts	Skills	Attitudes and Values	Assessment
<b>Oral Communication</b>				
<ul style="list-style-type: none"> <li>- The student listens to and uses language effectively to interact verbally / non-verbally in different academic and social environments, using different learning strategies and critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>- communication</li> <li>- ideas</li> <li>- thoughts</li> <li>- thinking</li> <li>- oral language</li> <li>- expression</li> <li>- feelings</li> <li>- planning</li> <li>- details</li> <li>- sequence of events</li> <li>- main idea</li> <li>- questions</li> <li>- topic</li> <li>- free talk</li> </ul>	<p><b>Seventh Grade</b> Comprehends the main idea of a verbal discourse Asks and answers questions about at least two of the following:</p> <ul style="list-style-type: none"> <li>- Time / distance</li> <li>- Past actions and events</li> <li>- Likes and dislikes</li> <li>- Cost of things</li> <li>- Health / weather</li> </ul> <p><b>Eight Grade</b> Comprehends the main idea of a verbal discourse Asks and answers questions about at least two of the following:</p> <ul style="list-style-type: none"> <li>- Time / distance</li> <li>- Past actions and events</li> <li>- Likes and dislikes</li> <li>- Cost of things</li> <li>- Health / weather</li> </ul> <p><b>Ninth Grade</b> Comprehends the main idea of a verbal discourse Asks and answers questions about at least two of the following:</p> <ul style="list-style-type: none"> <li>- Time / distance</li> <li>- Past actions and events</li> <li>- Likes and dislikes</li> <li>- Cost of things</li> <li>- Health / weather</li> </ul>	<ul style="list-style-type: none"> <li>- Desire to speak English</li> <li>- Awareness of the role of communication</li> <li>- Awareness of similarities and differences</li> <li>- Willingness to express ideas and feelings orally</li> <li>- Willingness to risk making errors</li> <li>- Willingness to speak English with the teacher, classmates and others in the community</li> </ul>	<ul style="list-style-type: none"> <li>- Observation (rubric or checklist)</li> <li>- Recording of conversations and discussions (rubric or checklist)</li> <li>- Student / teacher interview (rubrics)</li> <li>- Retells stories (rubric)</li> <li>- Self – assessment (checklist)</li> <li>- Peer – assessment (checklist)</li> <li>- Oral presentation (rubrics, checklist)</li> <li>- Anecdotal records</li> </ul>

COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level 7-9

Content Standard #2	Concepts	Skills	Attitudes and Values	Assessment
<b>Written Communication</b>				
<ul style="list-style-type: none"> <li>- The student writes narrative, expository, persuasive and descriptive text demonstrating command of Standard English, using research and organizational strategies and the stages of the writing process</li> </ul>	<ul style="list-style-type: none"> <li>- reading - writing integration</li> <li>- thoughts</li> <li>- meaning</li> <li>- literal</li> <li>- imaginative abstract</li> <li>- figurative language</li> <li>- process</li> <li>- editing</li> <li>- revising</li> <li>- technology</li> <li>- rewriting</li> <li>- publishing</li> <li>- writing conventions</li> <li>- paragraph</li> <li>- topic sentence</li> <li>- introductory paragraph</li> <li>- supporting paragraph</li> <li>- concluding paragraph</li> </ul>	<p><b>Seventh Grade</b></p> <ul style="list-style-type: none"> <li>- Constructs a complete sentence using correct punctuation</li> <li>- Writes a simple descriptive paragraph about a picture or topic with a topic sentence, supporting details and a concluding sentence</li> </ul> <p><b>Eighth Grade</b></p> <ul style="list-style-type: none"> <li>- Constructs a complete sentence using correct punctuation</li> <li>- Writes a 5 sentence paragraph about a picture or topic with a topic sentence, 3 supporting sentences, and concluding sentences</li> </ul> <p><b>Ninth Grade</b></p> <ul style="list-style-type: none"> <li>- Constructs a complete sentence using correct punctuation</li> <li>- Writes a composition about a given topic that includes an introductory paragraph, supporting paragraphs and a concluding paragraph</li> </ul>	<ul style="list-style-type: none"> <li>- Willingness to share and communicate ideas in writing</li> <li>- Desire to organize ideas so as to communicate clearly</li> <li>- Willingness to edit and rewrite to improve</li> <li>- Willingness to appreciate suggestions and comments from teachers and classmates about a piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>- Comic Strips (checklist, rubric)</li> <li>- Writing Log</li> <li>- Journals</li> <li>- Compositions (rubric, checklist)</li> <li>- Short Stories (rubric, checklist)</li> <li>- Mapping or graphic organizers</li> <li>- Independent writing / conferences (journals)</li> <li>- Daily independent writing / Diary</li> <li>- Miscue analysis</li> </ul>

COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level 7-9

Content Standard #3	Concepts	Skills	Attitudes and Values	Assessment
<b>Reading Comprehension</b>				
<ul style="list-style-type: none"> <li>- The student demonstrates confidence, independence and flexibility in the strategic use of reading skills, critical thinking, and the conventions of language for reading a range of simple to complex texts.</li> </ul>	<ul style="list-style-type: none"> <li>- reading</li> <li>- reading strategies</li> <li>- skimming</li> <li>- organizational structures</li> <li>- graphic features</li> <li>- word meaning (origin, derivations, analogies, idioms, affixes, etc.)</li> <li>- mood</li> <li>- semantics</li> <li>- main idea and supporting details</li> <li>- summarizing</li> <li>- inferences</li> <li>- prediction of outcomes</li> <li>- cause and effect relationship</li> <li>- fact and opinion</li> <li>- author's conclusion</li> <li>- sequence of events</li> <li>- facts that support a conclusion</li> <li>- glossary and dictionary as reference</li> </ul>	<p><b>Seventh Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies details</li> <li>- Recalls sequence of events from a selection read</li> <li>- Identifies the main idea</li> <li>- Draws inferences</li> <li>- Predicts outcomes</li> <li>- Distinguishes between fact and opinion</li> </ul> <p><b>Eighth Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies details</li> <li>- Recalls sequence of events</li> <li>- Identifies the main idea</li> <li>- Draws inferences</li> <li>- Predicts outcomes</li> <li>- Distinguishes between fact and opinion</li> <li>- Recognizes cause and effect relationship in text</li> </ul> <p><b>Ninth Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies facts that support an opinion</li> <li>- Recalls sequence of three events from a selection read</li> <li>- Identifies the main idea</li> <li>- Draws inferences</li> <li>- Predicts outcomes</li> <li>- Distinguishes between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>- Desire to read</li> <li>- Desire to express emotions and experiences</li> <li>- Willingness to identify with characters in the story and explain why</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Logs (checklist)</li> <li>- Individual recitations (rubric)</li> <li>- Comic Strips (checklist, rubric)</li> <li>- Graphic Organizers</li> <li>- Self assessment (checklist)</li> <li>- Teacher's observation (checklist)</li> </ul>

COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level 7-9

Content Standard #4	Concepts	Skills	Attitudes and Values	Assessment
<b>Literary Appreciation</b>				
<ul style="list-style-type: none"> <li>- The student uses the language arts to comprehend, interpret and criticize imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, recognizing the social, historical and cultural features of the text.</li> </ul>	<ul style="list-style-type: none"> <li>- meaning</li> <li>- imaginative</li> <li>- abstract</li> <li>- author's purpose</li> <li>- point of view</li> <li>- character traits</li> <li>- literary devices</li> <li>- problems</li> <li>- solutions</li> <li>- plot</li> <li>- compare and contrast</li> <li>- events</li> <li>- imagery</li> <li>- symbolism</li> </ul>	<p><b>Seventh Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies the author's purpose</li> <li>- Differentiates between first and third person narration</li> </ul> <p><b>Eighth Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies character traits from the dialogues in a given selection</li> <li>- Identifies literary devices such as imagery and symbolism</li> </ul> <p><b>Ninth Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies the causes for a character's actions</li> <li>- Identifies the problem and the solution in the plot of a story</li> <li>- Compares and contrasts setting, characters, events and ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Willingness to analyze the story and support conclusions</li> <li>- Understand the challenge of living in a culturally diverse society</li> </ul>	<ul style="list-style-type: none"> <li>- Reading inventories</li> <li>- Reader's response journals</li> <li>- Book talk (rubric)</li> <li>- Composition (rubric)</li> <li>- Writing Logs</li> <li>- Graphic Organizers</li> <li>- Story maps</li> </ul>

COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level 10-12

Content Standard #1	Concepts	Skills	Attitudes and Values	Assessment
<b>Oral Communication</b>				
<ul style="list-style-type: none"> <li>- The student listens to and uses language effectively to interact verbally/non-verbally in different academic and social environments, using different learning strategies and critical thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>- communication</li> <li>- ideas</li> <li>- thought process</li> <li>- oral language</li> <li>- expression</li> <li>- non-verbal cues</li> <li>- writing</li> <li>- feelings</li> <li>- planning</li> <li>- details</li> <li>- sequence of events</li> <li>- main idea</li> <li>- questions</li> <li>- topic</li> <li>- talk freely</li> </ul>	<p><b>Tenth Grade</b></p> <ul style="list-style-type: none"> <li>- Listens to a short selection and identifies details, main idea or sequence</li> <li>- Selects a topic and talks freely about it</li> </ul> <p><b>Eleventh Grade</b></p> <ul style="list-style-type: none"> <li>- Listens to a short selection and identifies details, main idea or sequence</li> </ul> <p><b>Twelfth Grade</b></p> <ul style="list-style-type: none"> <li>- Listens to a short selection and identifies details, main idea or sequence</li> <li>- Selects a topic and talks feely about it.</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness of verbal and nonverbal communication</li> <li>- Willingness to share experiences and ideas</li> <li>- Willingness to talk in front of others</li> <li>- Willingness to risk errors</li> <li>- Confidence in one's ability to communicate in English</li> </ul>	<ul style="list-style-type: none"> <li>- Observation (rubric or checklist)</li> <li>- Recording of conversations and discussions (rubric or checklist)</li> <li>- Student-teacher interview (rubric)</li> <li>- Self assessment (checklist)</li> <li>- Peer assessment (checklist)</li> <li>- Oral presentations (rubrics, checklist)</li> <li>- Anecdotal records</li> </ul>

COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level 10-12

Content Standard #2	Concepts	Skills	Attitudes and Values	Assessment
<b>Written Communication</b>				
<ul style="list-style-type: none"> <li>- The student writes narrative, expository, persuasive and descriptive text demonstrating command of Standard English, using research and organizational strategies and the stages of the writing process.</li> </ul>	<ul style="list-style-type: none"> <li>- thinking process</li> <li>- organize</li> <li>- ideas</li> <li>- discussion</li> <li>- messages</li> <li>- interpretation</li> <li>- experience</li> <li>- knowledge</li> <li>- content</li> <li>- learning</li> <li>- imagination</li> <li>- creativity</li> <li>- issues</li> <li>- narratives</li> <li>- hypothesis</li> <li>- research</li> <li>- poems</li> <li>- songs</li> <li>- skits</li> <li>- essay</li> <li>- introduction</li> <li>- body</li> <li>- conclusion</li> <li>- outlining</li> </ul>	<p><b>Tenth Grade</b></p> <ul style="list-style-type: none"> <li>- Writes an essay about a given topic including an introduction, body and a conclusion</li> </ul> <p><b>Eleventh Grade</b></p> <ul style="list-style-type: none"> <li>- Writes an essay about a given issue in which he/she formulates a hypothesis and uses well-structured and logical narrative to support or reject it</li> </ul> <p><b>Twelfth Grade</b></p> <ul style="list-style-type: none"> <li>- Writes an essay about a current issue that includes a documented defense of the hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>- Willingness to use English to communicate</li> <li>- Desire to share ideas and thoughts</li> <li>- Desire to share personal experiences</li> <li>- Willingness to edit and rewrite to improve</li> <li>- Satisfaction and pride in the results obtained from efforts</li> <li>- Willingness to do research using different library sources</li> </ul>	<ul style="list-style-type: none"> <li>- Comic Strips (checklist, rubric)</li> <li>- Writing Log</li> <li>- Journals</li> <li>- Anecdotal Records</li> <li>- Graphic Organizers</li> <li>- Essays (rubrics)</li> <li>- Writing Prompts</li> </ul>

COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level 10-12

Content Standard #3	Concepts	Skills	Attitudes and Values	Assessment
<b>Reading Comprehension</b>				
<ul style="list-style-type: none"> <li>- The student demonstrates confidence, independence and flexibility in the strategic use of reading skills, critical thinking and the conventions of language for reading a range of simple to complex texts.</li> </ul>	<ul style="list-style-type: none"> <li>- reading</li> <li>- reading strategies</li> <li>- organizational structures</li> <li>- semantics</li> <li>- word meaning (origin, derivations, idioms, analogies)</li> <li>- figures of speech: metaphors, similes, hyperboles, personifications</li> <li>- denotations</li> <li>- connotation</li> <li>- syntax</li> <li>- sustained reading</li> <li>- details</li> <li>- summarizing</li> <li>- main ideas and supporting details</li> <li>- inferences</li> <li>- prediction of outcomes</li> <li>- fact and opinion</li> <li>- author's conclusion</li> <li>- sequence of events</li> <li>- author's purpose, facts that support a conclusion</li> <li>- summarizing</li> <li>- graphic information</li> <li>- rhythm</li> <li>- flow</li> <li>- meter</li> </ul>	<p><b>Tenth Grade</b></p> <ul style="list-style-type: none"> <li>- Recognizes figures of speech</li> <li>- Organizes the steps in a process</li> <li>- Identifies facts that support a conclusion</li> <li>- Predicts outcomes</li> <li>- Identifies facts that support an opinion</li> </ul> <p><b>Eleventh Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies an inferred main idea</li> <li>- Paraphrases ideas and sentences</li> <li>- Identifies figures of speech such as similes, metaphors, personification and hyperboles</li> <li>- Identifies relevant details that support a fact or an opinion</li> </ul> <p><b>Twelfth Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies idioms and their meaning</li> <li>- Identifies analogies</li> <li>- Predicts outcomes</li> <li>- Interprets information from maps, diagrams, charts and graphs</li> <li>- Identifies relevant details that support facts and/or opinion</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoy reading as a lifelong pursuit</li> <li>- Understand that literature reflects and illuminates human experiences, motives, conflicts and values</li> <li>- Link personal experience to those presented in the reading</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Log (checklist)</li> <li>- Individual recitations (rubric)</li> <li>- Comic Strips (checklist)</li> <li>- Graphic Organizers</li> <li>- Self assessment (checklist)</li> <li>- Teacher's observation (checklist)</li> <li>- KWL Chart</li> </ul>

COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level – 1-3

Content Standard #4	Concepts	Skills	Attitudes and Values	Assessment
<b>Literary Appreciation</b>				
<ul style="list-style-type: none"> <li>- The student uses the language arts to comprehend, interpret and criticize imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, recognizing the social, historical and cultural features of the text.</li> </ul>	<ul style="list-style-type: none"> <li>- story elements</li> <li>- comprehension</li> <li>- outlining</li> <li>- story maps</li> <li>- figurative, imaginative and/or abstract analysis</li> <li>- poetic elements (rhythm, onomatopoeia, alliteration, assonance)</li> <li>- problem or conflict</li> <li>- plot</li> <li>- paraphrases</li> <li>- point of view</li> <li>- essays</li> <li>- speeches</li> <li>- critical reviews</li> <li>- persuasive technique</li> <li>- advertisement</li> <li>- linear and circular plot</li> <li>- structures</li> </ul>	<p><b>Tenth Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies poetic elements (rhyme, rhythm, onomatopoeia, alliteration, assonance and parallelism)</li> <li>- Identifies the main problem or conflict of the plot and how it is resolved</li> </ul> <p><b>Eleventh Grade</b></p> <ul style="list-style-type: none"> <li>- Paraphrases the meaning of selected poems</li> <li>- Identifies the authors point of view in essays, speeches and/or critical reviews</li> </ul> <p><b>Twelfth Grade</b></p> <ul style="list-style-type: none"> <li>- Identifies the persuasive technique being used in an advertisement</li> <li>- Recognizes linear and circular plot structures in stories</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness of the joy that literature from around the world can give us as a means of knowing and understanding other cultures</li> <li>- Show interest in interpreting and using language to express feelings and beauty</li> <li>- Relates cultural diversity to one's life</li> </ul>	<ul style="list-style-type: none"> <li>- Reading inventory</li> <li>- Reader's response journal</li> <li>- Journals</li> <li>- Essays (rubric)</li> <li>- Book Talk (rubric)</li> <li>- Dramatizations</li> <li>- Writing Logs</li> <li>- Graphic Organizers</li> <li>- Story Maps</li> </ul>

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## ATTACHMENT A

# ALTERNATE ASSESSMENT OF THE EDUCATIONAL PROGRESS OF STUDENTS WITH SIGNIFICANT DISABILITIES (ACCORDING TO CIRCULAR LETTER #6-2000-2001)

The Federal Law “Individuals with Disabilities Educational Act”, as amended in 1997, requires educational agencies to develop alternate ways for evaluating the educational progress of students with disabilities for whom the Regular Assessment Program is not deemed appropriate.

The Department of Education must promote and assure the maximum participation of students with disabilities in the regular assessment tests administered by the Agency. Every student enrolled in a program of study that aims to develop academic skills must have access and participate in the Regular Assessment Program, with the necessary accommodations. This includes students with disabilities who are part of the regular school population competing for promotion, as well as students in special groups working towards the development of academic skills that are part of the general curriculum.

The determination of which assessment program is appropriate for assessing the progress of a particular student is an individualized decision that is made at a meeting of the Committee for Programming and Placement (COMPU) where the **Individualized Educational Program (IEP)** is prepared and revised. The IEP should indicate the manner in which a student’s educational progress is to be evaluated and the accommodations and modifications needed in order for the student to be able to participate in the Regular Assessment Program. If it is determined that the student will participate in the Alternate Assessment Program, the IEP must indicate the reasons for this determination.

There are several alternatives that the COMPU may consider when determining the manner in which the progress of students with disabilities will be evaluated.

### I. For most of the students

- Participate in all of the tests administered by the Summative Regular Assessment Program (the Puerto Rican Test of School Competencies) under the same conditions as students who do not have disabilities.

- Participate in all of the tests of the Summative Regular Assessment Program; with the necessary accommodations (see Appendix 1).

## II. For some students

- Participate in the tests of the Summative Regular Assessment Program with modifications. The modifications may include administering the test at a grade level considered appropriate for measuring the student's progress, as justified by the COMPU (off-level testing).

## III. Only for those students whose progress cannot be evaluated appropriately through regular assessment tests (even when accommodations and/or modifications are provided)

- Participate in a process of continuous evaluation, using the portfolio strategy focusing on the student's progress towards pre-established goals and indicators.

The individualized decisions to be made by the COMPU as to how and which mechanisms are to be used in measuring the progress of every student with disabilities must be based on careful reflection that takes into account the information available on the student, as well as the following considerations:

- Students with disabilities, as well as all other children and youth, need teachers to have high expectations of what they can achieve.
- The assessment process in which a student with disabilities participates should be challenging.
- The curriculum to which students are exposed in self-contained classrooms should be varied, and reflect the different areas of the general curriculum to which all other non disabled students are exposed, except when this is clearly inappropriate.
- No student participating in the Regular Academic Program, competing for promotion, ought to be excluded from participating in the Regular Assessment Program corresponding to his/her level and grade.
- Every decision to administer regular tests off-grade level must be based on an exceptional individual need, starting with the premise that relevant information on the progress of the student will be obtained, and must be justified in writing by the COMPU that has made the decision. Off-grade level tests shall not be administered to students who are competing for promotion.

### • • • **Alternate Assessment: The Portfolio**

The evaluation of the educational progress of students with disabilities for whom the Summative Regular Assessment Program is not appropriate will be carried out using the portfolio as the evaluative strategy. The use of the portfolio for the purpose of evaluation is not a new or unknown notion for many educators who already use it in different areas and programs.

The Special Education Program has adopted the portfolio as a mechanism for the alternate assessment given that it provides ample opportunity for the student to demonstrate, with the assistance and support of teachers and parents, the progress made and achievement attained, regardless of his/her particular characteristics or performance level.

The portfolio to be developed will consist of a collection of samples of work, documents, tests, pictures and tapes, among others, that allow for a determination of the level of achievement or performance of the student in different areas, specific tasks and skills, during a specified period.

While adopting the portfolio as the mechanism for the alternate assessment, the Special Education Program has considered the importance of offering direction to the effort that is made in developing services that promote the independence and productivity of those students who, due to the nature and severity of their disabilities, face the greatest challenges.

To this end, it has designed a document that draws together thirteen goals for the education of students with significant disabilities which will hopefully provide direction to the instructional effort and serve as a basis for gathering the information and evidence of progress to be included in the students' portfolios (see Appendix II). This document was presented to a group of teachers, parents, specialists and supervisors for the purpose of obtaining their initial suggestions, prior to its use. The document, still undergoing evaluation this year, will be modified if deemed necessary.

### • • • **Considerations Regarding the Document of Goals and Indicators for the Summative Alternate Assessment**

- The document developed for the summative alternate assessment is not a test, nor is it a standardized document that seeks to compare students with others.
- This document draws together the educational goals and indicators that should be considered as part of the alternate assessment of student progress.

- The thirteen goals identified in this document do not seek to exclude other particular goals that the COMPU sets for a student. These goals, different from goals in an IEP, are not yearly goals. These are long-term goals that are worked upon by designing specific yearly goals and objectives in each IEP, as deemed appropriate.
- The student portfolio can and ought to gather samples of work and other evidence related to the achievement of particular goals and objectives that are part of the student's IEP, since this definitely contributes to the attainment of the general goals considered in the summative alternate assessment.
- The summative alternate assessment document includes several proposed indicators for each goal. These indicators do not represent a fixed sequence or a task analysis, since there are pre-requisites for each one that are not indicated yet that ought to be attained in order to reach the level of performance required by the indicator. The portfolio must gather samples of work or evidence that reflect progress toward the attainment of each indicator, including those that reflect the attainment or mastery of the pre-requisites.
- The goals and indicators proposed in the document for the summative alternate assessment cannot be developed by school personnel without considering the participation of the student's family, members of the community and representatives of other organizations or agencies, as deemed appropriate. The integral development of the student requires that all parties share the responsibility and effort to support the student as he/she works to reach his/her goals.
- The COMPU can determine that the summative alternate assessment of a child or youth should not to be conducted according to the document on goals and indicators that has been developed due to his/her specific needs and the severity of his/her disability. In such exceptional cases, the portfolio shall also be used, but the COMPU will establish individualized goals and indicators using the modified alternate assessment document (see Appendix III). In this document, the COMPU shall specify the goals and indicators that shall serve as the basis for gathering information, documents and references for the student's portfolio.

### • • • Use of the Document of Goals and Indicators for the Summative Alternate Assessment and Other Related Matters

- The document of Goals and Indicators shall become part of the portfolio. It shall be completed by the student's special education teacher by taking into consideration all the sources of information available including other teachers, parents, specialists, and other school personnel who have information on the student's progress.

- The portfolio and assessment document should be completed for every student participating in the alternate assessment in the school year in which he or she turns 8, 11, 14, 17, and 20 years old.
- The gathering of information and necessary evidence for the initial portfolio should be carried out during the course of the 2000-2001 school years. The document of Goals and Indicators for the Summative Alternate Assessment shall be completed on or before the date in which assessment tests are administered to students in the Regular Program.
- For each student participating in the summative alternate assessment program, a statistical report will be filled out that gathers information relevant to this process. The form to be completed for this statistical report shall be distributed to districts and schools during the course of the school year.
- Professional personnel from the districts, regions and central office shall provide opportunities to clarify doubts and receive technical assistance regarding the development of portfolios during the first months of class.
- For the purpose of assuring uniformity, the Assistant Secretariat for Integral Educational Services for Individuals with Disabilities shall provide schools with the file folders to be used to prepare the portfolios. These shall be distributed during the first semester of the school year.
- Special education teachers shall maintain, for each student who participates or will participate in the summative alternate assessment, a special folder with those materials, projects and documents from which samples or references will be selected periodically. Eventually, the portfolio will gather work samples, documents and references from the past three years.
- The portfolio of a student may include, besides samples of work, test results, communications and professional reports documenting student progress, photographs, audio and video tapes (if available and appropriate), interviews, questionnaires, awards, recognitions and other references from the past three years. In addition, it may include observations or brief anecdotes from teachers, other professionals and parents regarding the manner in which they perceive the student's progress in the last three years. The development of the portfolio should also offer the opportunity for the student to evaluate his/her own progress.
- The document for the summative alternate assessment to be completed as part of the portfolio utilizes two descriptive scales. One describes the manner in which the student progresses toward the attainment of the indicators. This scale is very similar to the scale currently used to evaluate the IEP. The other aims to describe the degree of progress towards the attainment of goals, as perceived by professionals and parents, considering the last three years in the school life of the child or

youth. Professionals and parents who have contributed information for the portfolio should try to reach a consensus on the category of the scale that best defines the degree of progress of the student toward his/her goals.

- The portfolio developed for a student as part of the alternate assessment is considered an educational record that the Agency develops and maintains for which it will guarantee the confidentiality that applies to all educational records of the student. The content of the portfolio shall not be disclosed to third parties without the written consent of parents. In addition, the Agency will grant the parent due access to the contents of the portfolio in the same manner and under the same criteria it utilizes to give access to any other educational records.
- The development of the portfolio for the alternate assessment of the student's progress does not substitute for the reevaluation that takes place every three years to determine the continuity of the student's eligibility for special education and related services. Nonetheless, both processes are complementary since the information gathered in the portfolio can be considered when carrying out the analysis of existing data required as part of the triennial evaluation.
- The Assistant Secretariat for Integral Educational Services for Individuals with Disabilities asks that interested teachers, once the process of developing the initial portfolio for students participating in the alternative evaluation for 2000-2001 is completed, submit to the Secretariat with parental authorization, their best sample of portfolio so that the Secretariat may share them with other teachers as a model for the development of other portfolios. The Secretariat will organize this initiative in a timely manner and will reward the best examples of portfolios.

The development of portfolios as an alternative for measuring the progress of students with significant disabilities provides us with the opportunity to evaluate what we do and the results we obtain from our daily work with our students. We must acknowledge that this effort will also be a learning experience for us.

The Assistant Secretariat for Integral Educational Services will remain attentive to the development of the alternate assessment process, accepting recommendations and suggestions from teachers, parents and other professionals who may contribute to its improvement. Regardless of the variations or differences that might exist in the content of the portfolios, due to individual differences in our students, we must work on this assessment project remembering that the portfolio should be able to communicate that which the student has attained and can do today that he/she could not accomplish three years ago. The portfolio should also help us reflect about this in such a way that it helps us think about what the student cannot do today that we expect him/her to accomplish on the next evaluation.

We thank you in advance for your collaboration in this very important effort. For additional information, please contact the Assistant Secretariat for Integral Educational Services for Individuals with Disabilities at 759-7228, 773-8905 or via fax at 753-7691.

We expect your compliance with the established norms.

Attachments

NVA/mr

Date \_\_\_\_\_

Sex \_\_\_\_\_ F \_\_\_\_\_ M

Student's Name: \_\_\_\_\_ Case Number \_\_\_\_\_

Age: \_\_\_\_\_ School District: \_\_\_\_\_

Disability Code: \_\_\_\_\_ School: \_\_\_\_\_

**The alternate assessment of the educational progress of students with significant disabilities**

- seeks to provide direction to the educational effort in order to help them attain higher goals.
- is to be used only for those students for whom the Regular Assessment Program is inappropriate, as determined by the COMPU and established in the IEP.
- does not aim to compare one student with another but, rather, to reflect the student's progress when compared to himself, regarding the attainment of educational goals that are relevant and meaningful to him.
- is to be used with students with significant disabilities in those ages in which they would have participated in the Regular Assessment Program (ages 8, 11, 14, 17, and 20).
- considers the continuous collection of references or evidence of the student's performance as he/she attempts to reach these goals.

**Signature of those who collaborated in the analysis of student's performance and progress as they related to the goals and indicators**

Name	SIGNATURE	Title or Relationship
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Goals for the Education of Students with Significant Disabilities: Basis for the Alternate Assessment Program.

AREA: SOCIAL EMOTIONAL

Goal #1

Will demonstrate social behavior that promotes his participation and acceptance in a variety of groups.

Indicators	Scale of Progress					Reference
1. Accepts the presence of other people.	1	2	3	4	5	
2. Participates in games vocalizing or using facial gesture or expressions.	1	2	3	4	5	
3. Waits for his turn.	1	2	3	4	5	
4. Cooperates in group activities.	1	2	3	4	5	
5. Follows the rules established in familiar settings.	1	2	3	4	5	
6. Follows the rules in a variety of settings.	1	2	3	4	5	
7. Expresses his frustration or dissatisfaction in a socially acceptable manner.	1	2	3	4	5	
8. Demonstrates tolerance when facing disagreeable or unexpected situations.	1	2	3	4	5	
9. Recognizes and respects authority figures.	1	2	3	4	5	
10. Shows respect for the opinions and decisions of others.	1	2	3	4	5	

Goal #2

Will demonstrate affection, acceptance, and understanding towards himself and others.

Indicators	Scale of Progress					Reference
1. Recognizes close relatives and people with whom he maintains close contact.	1	2	3	4	5	
2. Avoids hurting himself.	1	2	3	4	5	
3. Avoids hurting others.	1	2	3	4	5	
4. Is aware of the feelings and moods of the people around him.	1	2	3	4	5	
5. Tries to participate in social activities that make him really happy.	1	2	3	4	5	

6. Expresses and manifests, in a socially acceptable manner, his desires, feelings and needs.	1	2	3	4	5
7. Shows understanding of the consequences of his acts.	1	2	3	4	5
8. Shows interest in showing off his appearance and good manners.	1	2	3	4	5
9. Demonstrates affection and solidarity towards friends and acquaintances at appropriate moments.	1	2	3	4	5

### Goal #3

Will effectively express his/her needs, feelings and ideas, using traditional or alternate means of communication.

Indicators	Scale of Progress					Reference
1. Listens to the person speaking.	1	2	3	4	5	
2. Imitates sounds.	1	2	3	4	5	
3. Responds to a negative (no).	1	2	3	4	5	
4. Communicates wishes or ideas by means of sound, gesture and body movements.	1	2	3	4	5	
5. Shows understanding of instructions and simple questions.	1	2	3	4	5	
6. Expresses himself using words.	1	2	3	4	5	
7. Expresses himself using simple sentences.	1	2	3	4	5	
8. Expresses himself using compound sentences.	1	2	3	4	5	
9. Offers basic functional information.	1	2	3	4	5	
10. Answers the telephone.	1	2	3	4	5	
11. Initiates and maintains a conversation.	1	2	3	4	5	
12. Formulates questions to obtain information.	1	2	3	4	5	
13. Employs some alternative form of communication (sign language, communication board or other) effectively.	1	2	3	4	5	

14. Understands simple expressions and instructions in English with functional vocabulary.	1	2	3	4	5
15. Communicates needs and ideas, in simple fashion, in English.	1	2	3	4	5

**AREA: READING**

Goal #4

Will read functionally for the purpose of following instructions and obtaining information.

Indicators	Scale of Progress					Reference
1. Responds to different visual stimuli.	1	2	3	4	5	
2. Enjoys being read to.	1	2	3	4	5	
3. Associates written words with pictures, objects and actions.	1	2	3	4	5	
4. Understands instructions or ideas presented by means of a combination of words and pictures.	1	2	3	4	5	
5. Understands instructions or ideas presented in writing, using studied vocabulary.	1	2	3	4	5	
6. Reads first grade level vocabulary with comprehension.	1	2	3	4	5	
7. Reads third grade level vocabulary with comprehension.	1	2	3	4	5	
8. Reads sixth grade level vocabulary with comprehension.	1	2	3	4	5	
9. Demonstrates comprehension of a text written at first grade level.	1	2	3	4	5	
10. Demonstrates comprehension of a text written at third grade level.	1	2	3	4	5	
11. Demonstrates comprehension of a text written at sixth grade level.	1	2	3	4	5	

**Goal #5**

Will express graphically his needs, feelings, and ideas.

<b>Indicators</b>	<b>Scale of Progress</b>					<b>Reference</b>
1. Holds the writing instrument keeping the sheet of paper in its place.	1	2	3	4	5	
2. Communicates by means of tracings of simple drawings.	1	2	3	4	5	
3. Can form letters and words in sequence, leaving the appropriate spaces.	1	2	3	4	5	
4. Writes his complete name.	1	2	3	4	5	
5. Copies a paragraph or brief selection, reasonably quickly, maintaining legibility.	1	2	3	4	5	
6. Writes words and phrases studied in dictation.	1	2	3	4	5	
7. Writes simple sentences to communicate a message, idea or narrate an event.	1	2	3	4	5	
8. Expresses thoughts or ideas in a creative manner, by means of drawings or paintings.	1	2	3	4	5	
9. Completes basic, personal information in documents and forms.	1	2	3	4	5	
10. Writes a simple paragraph to communicate a message.	1	2	3	4	5	

**AREA: MATHEMATICS****Goal #6**

Will utilize numerical concepts and mathematical procedures in the solution of daily real-life problems.

<b>Indicators</b>	<b>Scale of Progress</b>					<b>Reference</b>
1. Organizes and classifies objects according to color, shape and size.	1	2	3	4	5	
2. Recognizes the concepts of before, after, between, more and less.	1	2	3	4	5	

3. Counts objects establishing numerical one to one correspondence.	1	2	3	4	5
4. Adds and subtracts units without regrouping.	1	2	3	4	5
5. Adds and subtracts regrouping.	1	2	3	4	5
6. Multiplies by one digit.	1	2	3	4	5
7. Divides by one digit.	1	2	3	4	5
8. Carries out basic mathematical operations through the correct use of a calculator.	1	2	3	4	5
9. Knows and utilizes measuring instruments (teaspoon, tablespoon, cup, foot, inches, others) functionally.	1	2	3	4	5
10. Reads and uses a watch or clock to orient himself regarding time.	1	2	3	4	5
11. Recognizes and uses the amount of dollars necessary to pay for services or objects at school or in the community.	1	2	3	4	5

**AREA: GENERAL KNOWLEDGE**

Goal #7

Will obtain and use information about the world around him.

Indicators	Scale of Progress					Reference
1. Recognizes and names objects and living things that surround him/her.						
2. Identifies the basic needs of living things.	1	2	3	4	5	
3. Recognizes and names important places in his community and country.	1	2	3	4	5	
4. Recognizes and names personalities in the world of sports, art and politics.	1	2	3	4	5	
5. Asks and talks about important events that take place around him/her.	1	2	3	4	5	
6. Recognizes and names important places related to events he/she has studied.	1	2	3	4	5	

7. Uses newspapers, magazines, books, and dictionaries to look for information or data about someone or something that interests him/her.	1	2	3	4	5
8. Operates technological equipment available at home and at school for the purpose of obtaining information and carrying out tasks.	1	2	3	4	5
9. Uses information obtained from his/her environment to make decisions and participate in democratic processes.	1	2	3	4	5

**AREA: SELF HELP**

Goal #8

Will take care of himself regarding hygiene, health and safety.

Indicators	Scale of Progress					Reference
1. Collaborates and allows an adult to feed and clean him/her.	1	2	3	4	5	
2. Feeds him/herself.	1	2	3	4	5	
3. Undresses him/herself without help.	1	2	3	4	5	
4. Dresses him/herself.	1	2	3	4	5	
5. Goes to the bathroom by him/herself.	1	2	3	4	5	
6. Bathes and cleans him/herself independently.	1	2	3	4	5	
7. Seeks privacy for his/her physiological activities and hygiene.	1	2	3	4	5	
8. Expresses his/her need for attention when feeling sick.	1	2	3	4	5	
9. Expresses his/her need for help in different circumstances.	1	2	3	4	5	
10. Collaborates in the care of his/her health by taking his medicines and following instructions.	1	2	3	4	5	
11. Utilizes toys and recreational equipment with the proper precautions.	1	2	3	4	5	

12. Recognizes the danger of some objects and articles at home avoiding their inappropriate use (stove, iron, matches, knives, motor vehicles, others).	1	2	3	4	5	
13. Knows the telephone number to report an emergency and the importance of its proper use.	1	2	3	4	5	
14. Crosses the streets of the community with the proper precaution.	1	2	3	4	5	
15. Demonstrates socially acceptable behavior regarding his/her sexuality.	1	2	3	4	5	
16. Recognizes and avoids activities that negatively affect his/her health including the use of alcohol, drugs, or any other behavior that puts him at risk.	1	2	3	4	5	
<b>Goal #9</b>						
Will carry out tasks related to care and management of the home.						
<b>Indicators</b>	<b>Scale of Progress</b>					<b>Reference</b>
1. Picks up and organizes his/her toys and other objects in his room.	1	2	3	4	5	
2. Collaborates with an adult to organize and clean the house.	1	2	3	4	5	
3. Sorts and puts away his/her clothes.	1	2	3	4	5	
4. Cleans the furniture.	1	2	3	4	5	
5. Washes dishes and kitchen utensils.	1	2	3	4	5	
6. Sweeps with broom or vacuum cleaner.	1	2	3	4	5	
7. Dries the floor using a mop.	1	2	3	4	5	
8. Picks up and puts out the trash.	1	2	3	4	5	
9. Washes his clothes.	1	2	3	4	5	
10. Recognizes different detergents and cleaning liquids; uses and stores them properly.	1	2	3	4	5	
11. Prepares a shopping list.	1	2	3	4	5	
12. Prepares a simple budget.	1	2	3	4	5	

Goal #10

Completes preparation activities for preparing food.

Indicators	Scale of Progress					Reference
1. Collaborates with an adult in the preparation of food.	1	2	3	4	5	
2. Utilizes basic kitchen utensils (spoon, fork, knife, can opener) safely.	1	2	3	4	5	
3. Prepares sandwiches and cold foods independently.	1	2	3	4	5	
4. Prepares and serves drinks with food.	1	2	3	4	5	
5. Stores and keeps food appropriately.	1	2	3	4	5	
6. Follows the steps to prepare a simple recipe.	1	2	3	4	5	
7. Prepares a simple meal independently.	1	2	3	4	5	
8. Sets the table to eat a prepared meal.	1	2	3	4	5	
9. Keeps the food preparation area and utensils clean and well-organized.	1	2	3	4	5	
10. Uses kitchen appliances (toaster, microwave, oven and stove) properly and safely.	1	2	3	4	5	

Goal #11

Will know his community and will be able to move around it functionally using, if necessary, regular or adapted means of transportation.

Indicators	Scale of Progress					Reference
1. Visits places in the immediate surroundings accompanied by an adult.	1	2	3	4	5	
2. Associates places in the community with appropriate activities (school, park, supermarket, church, bank, service offices).	1	2	3	4	5	
3. Carries out, with minimal supervision, appropriate activities in places in the community such as the school, park, and store.	1	2	3	4	5	

4. Knows and visits, with adult supervision, the shopping centers, restaurants, banks, and offices in the community.	1	2	3	4	5
5. Uses the services of his community independently.	1	2	3	4	5
6. Knows and uses the regular or adapted means of public transportation to move around	1	2	3	4	5
7. Knows and uses the regular or adapted means of public transportation to move outside his community.	1	2	3	4	5

Goal #12

Will participate in and enjoy regular or adapted recreational activities in different settings.

Indicators	Scale of Progress					Reference
1. Shows interest in participating in recreational activities in school.	1	2	3	4	5	
2. Becomes engaged in recreational activities by him/herself in his free time.	1	2	3	4	5	
3. Participates in passive games (table games, electronic games and others).	1	2	3	4	5	
4. Participates in recreational activities with peers who do not have disabilities.	1	2	3	4	5	
5. Regularly engages in physical activities and or sports.	1	2	3	4	5	
6. Participates in recreational activities in his residential community.	1	2	3	4	5	
7. Competes in sports events in and outside school.	1	2	3	4	5	

**AREA: PREPARATION FOR EMPLOYMENT**

Goal #13

Will demonstrate desirable attitudes, skills and habits geared to obtain and maintain a job.

Indicators	Scale of Progress					Reference
1. Responds positively to criticism and correction in carrying out tasks.	1	2	3	4	5	
2. Follows verbal instructions when carrying out tasks or doing specific work.	1	2	3	4	5	
3. Follows written instructions related to a task or job to be done.	1	2	3	4	5	
4. Completes an assigned task in a predetermined period of time.	1	2	3	4	5	
5. Explores, appropriately for his age, different occupational areas and associates them with his interests and abilities.	1	2	3	4	5	
6. Follows the necessary processes and procedures to insure his health and security in different simulated or real occupational settings.	1	2	3	4	5	
7. Identifies the reason why people need to work for their own benefit and the benefit of others.	1	2	3	4	5	
8. Identifies employment preferences according to his capacities and abilities.	1	2	3	4	5	
9. Carries out needed procedures, with help or independently, to obtain a job.	1	2	3	4	5	
10. Describes the occupational skills he/she possesses in a simple manner.	1	2	3	4	5	
11. Identifies his/her rights and responsibilities in the workplace.	1	2	3	4	5	

Descriptive scale to be used in evaluating the indicators:

1. Progress cannot be observed or measured
  - a. Is working on pre-requisites
  - b. Shows interest and attempts to perform but progress cannot be observed
  - c. Other reasons
2. Attains it with a great deal of support, direction, and cues
3. Attains it with some support, direction, and cues
4. Attains it by him/herself in a non-consistent manner
5. Attains it by him/herself consistently and independently

Note: For every indicator rated with a 1, the letter that describes the reason for indicating this level of progress (a, b, c) should be written in the space under Reference. If the selected letter is the c, the content of the portfolio should include a description of these reasons.

Goal #	Indicators	Scale of Progress					Reference
1.		1	2	3	4	5	
2.		1	2	3	4	5	
3.		1	2	3	4	5	
4.		1	2	3	4	5	
5.		1	2	3	4	5	
6.		1	2	3	4	5	
7.		1	2	3	4	5	
8.		1	2	3	4	5	
9.		1	2	3	4	5	
10.		1	2	3	4	5	
11.		1	2	3	4	5	
12.		1	2	3	4	5	
13.		1	2	3	4	5	
14.		1	2	3	4	5	
15.		1	2	3	4	5	

Goal #	Indicators					Scale of Progress	Reference
1.	1	2	3	4	5		
2.	1	2	3	4	5		
3.	1	2	3	4	5		
4.	1	2	3	4	5		
5.	1	2	3	4	5		
6.	1	2	3	4	5		
7.	1	2	3	4	5		
8.	1	2	3	4	5		
9.	1	2	3	4	5		
10.	1	2	3	4	5		
11.	1	2	3	4	5		
12.	1	2	3	4	5		
13.	1	2	3	4	5		
14.	1	2	3	4	5		
15.	1	2	3	4	5		

Descriptive scale to be used in evaluating the indicators:

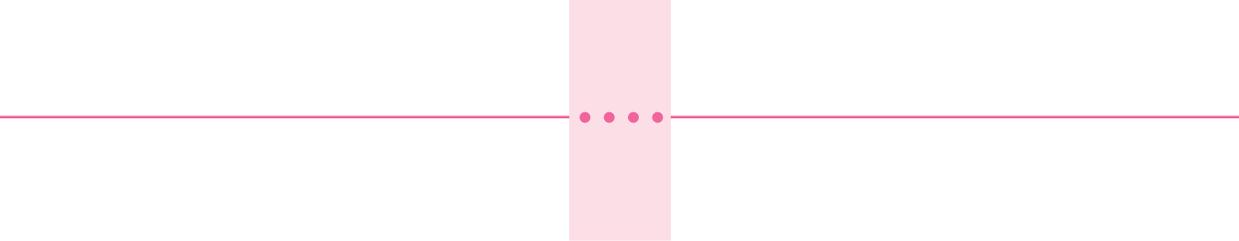
1. Progress cannot be observed or measured
  - a. Is working on pre-requisites
  - b. Shows interest and attempts to perform but progress cannot be observed
  - c. Other reasons
2. Attains it with a great deal of support, direction, and cues
3. Attains it with some support, direction, and cues
4. Attains it by him/herself in a non-consistent manner
5. Attains it by him/herself consistently and independently

Note: For every indicator rated with a 1, the letter that describes the reason for indicating this level of progress (a, b, c) should be written in the space under Reference. If the selected letter is "c", the content of the portfolio should include a description of these reasons.

## GUIDELINES FOR ADAPTING ASSESSMENT STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS AND/OR ABILITIES AND FOR LINGUISTICALLY AND CULTURALLY DIVERSE STUDENTS

- Provide shorter exercises for the student with specific learning problems without affecting the level of difficulty of the items.
- Provide additional time to complete tasks.
- Place the student in an appropriate location according to his/her need, so that the student can complete his/her task competitively, particularly those that need to read lips.
- Provide large print materials.
- Allow the use of pictures and/or manipulatives.
- Speak in a clear and well-articulated voice, particularly for students with auditory problems.
- Utilize read-aloud, recordings, talking books, listening centers, among others, that will facilitate the learning process for students with special needs.
- Provide reading material in Braille.
- Provide activities that are more challenging for the talented student.
- Utilize tutors that can serve as readers, interpreters or writers.
- Alter the specifications of an assessment scale to accommodate the students' cultural characteristics, prior knowledge and educational experiences.
- Include multiple indicators in the specifications so students can demonstrate their range of competencies.
- Create a measuring scale that responds to the students' language proficiency levels and built in adjustments to the system that reflect students' growth in language proficiency.

Adapted from the Standards of Excellence Library Services and Information Program



## ATTACHMENT B

# DESCRIPTION OF ASSESSMENT STRATEGIES

### Anecdotal records

Anecdotal records are notes describing behaviors that provide a rich indication of student progress when reviewed over the course of a school year. You can describe a specific behavior along with the learning materials, setting, student grouping, and time and place the behavior occurred.

### Checklist

Checklists identify specific behaviors to be observed and provide a form on which to indicate that the behavior occurred or how frequently it occurred. Examples of behaviors that might appear on a checklist are: scanning to find information while reading, using various cues for word meaning in context, making an outline or graphic organizer to plan an essay, or explaining successfully a problem-solving approach to a peer.

### Comic strips

Comic strips are an assessment technique that permits the student to demonstrate the mastery of concepts, skills, and vocabulary. It develops creativity among the students. This technique permits the teacher to identify the strengths and weaknesses of the student in the development of concepts, skills and vocabulary.

### Graphic organizers

Graphic organizers are visual systems that help organize and present information. Diagrams, maps and charts are examples of graphic organizers. The graphic organizers help the student to organize and remember information. They also help to clarify concepts that cannot be communicated easily through the use of words.

### Journals

Journals are students' narrative diaries of what they have learned in each subject area. The journal may be kept daily and might mention the topics, what was difficult, what was easy, what strategies helped in learning, and what the student wants to know next.

## K – W – L charts

The K-W-L Charts are graphic organizers that students complete using three columns to reflect what they Know about a topic before an instructional activity, what they Want to know from the lesson, and what they Learned from the lesson after its completion. The rows on the chart can reflect specific topics covered.

## Peer assessment

Students can rate the work of their peers as readers, writers and learners. They can rate the oral and written work of their peers, identifying areas that can be improved as well as areas that are presented effectively. Procedures and criteria for peer assessment should be developed with the class. By assessing others' work, students often see alternative linguistic patterns and develop an appreciation for diverse ways of manipulating language for communication.

## Portfolios

A portfolio is a collection of student work that shows growth over time. The portfolio may contain written products, worksheets, self-assessments, audiotapes, or videos. It is useful to track student progress, to identify student strengths and needs, and to help in making instructional decisions. There are at least three types of portfolios. These are:

- Collections Portfolio – containing virtually everything the student has produced.
- Showcase Portfolio – focuses on the student's best work.
- Assessment Portfolio – contains work that illustrates growth with respect to specific instructional objectives.

## Rating scales

Rating scales are similar to checklists but provide an opportunity to indicate the degree to which a particular behavior occurred. For example, you can use a 4-point scale to indicate the level of control the student exhibited over specific aspects of writing, such as sentence formation a consistent control, reasonable control, or little or no control. A rating scale might also enable you to indicate if the student behavior occurred independently or with peer or adult support.

## Reading logs

Reading Logs are records that students keep of the reading they have completed. These might be categorized by genre and include the title, author, topics, and date on which the reading was completed, as well as their personal response to the reading and important concepts or information to remember.

## Rubrics

Scoring rubrics are holistic scoring scales that identify what students know and can do at different levels of performance on classroom tasks. Typically, there may be four or five levels of proficiency or achievement defined on a scoring rubric.

## Self-ratings

Self-ratings are the student's use of a scoring rubric to rate their own performance. For example, the use of a rubric for writing might include composing, style, sentence structure, word usage, and mechanics (spelling, capitalization, and punctuation).

## Writing logs

Writing Logs are records of the student's various types of writing. They may include finished products, drafts of work in progress, outlines, and/or topics for future writing.

## Writing prompts

Writing prompts are composed of a group of statements or questions about a specific topic, constructed to motivate students' thoughts and elicit their best writing on the topic.

### • • • Guidelines in Developing A Rubric

The rubric is an authentic assessment tool that is useful in assessing complex and subjective criteria. It is a formative type of assessment since it becomes an ongoing part of the teaching and learning process. Students are involved in the assessment process through both peer and self-assessments. As students become more familiar with rubrics, they should be allowed to participate in designing the rubric. This empowers students and encourages them to become more focused and self-directed.

## Advantages of using rubrics

- Rubrics allow assessment to be more objective and consistent.
- Teachers can clarify criteria in specific terms.
- Students will know exactly how their work will be evaluated and what is expected of them.
- Rubrics provide benchmarks against which to measure and document progress.

## Rubrics have the following common features:

- They focus on measuring a stated objective.
- They use a range to rate performance.
- They contain specific performance characteristics arranged in levels indicating the degree to which a standard has been met.

## Range or scoring levels

The following terms are examples of those that may be used to measure range or scoring levels:

Needs Improvement ..... Satisfactory ..... Good ..... Exemplary

Beginning ..... Developing ..... Accomplished ... Exemplary

Needs Work ..... Fair ..... Good ..... Excellent

Novice ..... Apprentice ..... Proficient ... Distinguished

## Building a Rubric

(Adapted from: Instructional Technology Home Page)

- Review the content standards that the unit is meant to address.
- Review the criteria that will be used to judge the student's product or performance and make sure that they match the standards.
- Make a frame by deciding on the major categories and sub-categories that the rubric will address.
- Describe the four different levels of performance that match each criterion. It is recommended that the highest level of performance be described first and then work down to the lowest level.
- Write clear, concise specifications based on criteria that are observable.

### Rubric Template

(Describe the task or performance that this rubric is designed to evaluate.)

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Score</b>
Stated Objective or Performance 1	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
Stated Objective or Performance 2	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
Stated Objective or Performance 3	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
Stated Objective or Performance 4	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
Stated Objective or Performance 5	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	

## Portfolio Assessment

Portfolios capture growth and change in student thinking and learning over a period of time. They provide teachers with a wealth of information upon which to base instructional decisions and from which to evaluate student progress. Teachers may use records of observations and the collection of student work when communicating the student's progress to parents.

Portfolios should actively involve the students in the process of assessment. This motivates students and promotes self-assessment and self-understanding. Students feel a greater sense of ownership of their work, which in turn, leads to the integration of class work with life experiences.

A portfolio is not a random collection of observations or student products. It should be systematic and include observations and student products that relate to major instructional goals. According to Grace (1992), the portfolio is a record of the student's process of learning: what he/she has learned and how he/she has gone about learning; how he/she thinks, questions, analyzes, synthesizes, produces, and creates; and how he/she interacts – intellectually, emotionally and socially – with others.

The portfolio is made up of a wide variety of materials: teacher notes, teacher – completed checklists, student self – reflections, reading logs, sample journal pages, written summaries, audiotapes of retellings or oral readings, videotapes of group projects, and others. Not all must be present in each portfolio. Each portfolio is unique. The material included in a portfolio should be organized in chronological order and category. Once organized, the teacher can evaluate the students' achievement. The student's current work is compared to his/her previous work. Evaluation should indicate the student's progress toward a standard of performance. It should be consistent with the curriculum and developmental expectations. Conclusions about a student's achievement, abilities, strengths, weaknesses and needs should be based on the full range of his/her development as documented by the data in the portfolio.

**TIPS FOR PREPARING A PORTFOLIO**

1. Include a table of contents with dates and page numbers.
2. Keep work for each unit in a folder, and then select the pieces that will be included in the portfolio. Remember to choose examples that reflect progress in each of the content standards. The student should participate in this selection.
3. Photocopy group-work so that each member of the group can include the work in his/her portfolio.
4. Include the teacher prompts and scoring rubrics or checklists with each work entered.
5. Tape (audio or video) student's explanations or oral presentations.
6. Keep copies of computer disks or printouts of relevant material.
7. Students should practice writing reflective cover letters for each entry.

Adapted from the PATT Portfolio Implementation Guide.

**Sample Prompts for Student Reflection****Reflection**

- I have chosen to include this work sample because.....
- If I did this assignment over, I would..... because.....
- Completing this portfolio reflection has helped me increase my Knowledge/ understanding of..... because.....

**Collaboration (group activity)**

- My role in the activity was .....
- I would give myself a grade of ..... because.....
- I might change the way the group worked together because.....

**Communication**

- I focused and organized the information in this work entry in the following ways.....
- I expressed the information in this work entry clearly by.....

**Personal Relevance**

- What I liked most / least about this topic was ..... because.....
- I can apply this knowledge / understanding in my daily life by.....
- This topic is interesting to me because.....

**SUGGESTED AREAS OF THE PORTFOLIO****1. Table of Contents****2. Introduction**

The student should prepare a brief introduction. This introduction should include a brief description or overview of the contents of the portfolio.

**3. Divisions**

There should be one section devoted to each content standard.

**4. Entries**

There should be at least two entries for each content standard. These should be examples of student work that reflect progress in each content standard area. The student should participate in the selection of the work to be included.

**5. Prompts for student reflection**

Each entry should be accompanied by the student's reflection prompt.

**6. Conclusion**

The student should write a brief concluding statement regarding the entire portfolio.



**DEPARTMENT OF EDUCATION  
ACADEMIC SERVICES SECRETARIAT  
ENGLISH PROGRAM**

**CURRICULUM FRAMEWORK OF THE ENGLISH PROGRAM  
EVALUATION SHEET**

Date: \_\_\_\_\_

Position: \_\_\_\_\_

*The English Program would appreciate your comments and suggestions related to our Curriculum Framework. We do not call it a guide anymore, because we believe you should have the space to expand within your possibilities and all available resources. We expect changes for the world is constantly changing. And you, dear teacher, can make these changes possible. Thank you.*

*Please check (√)*

1. *Purpose of the curriculum framework clearly established:*

Excellent	Good	Fair	Poor
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2. *Guide usage:*

Excellent	Good	Fair	Poor
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3. *English Course Content:*

	Excellent	Good	Fair	Poor
<i>General Objectives:</i>				
<i>Background for the study of English:</i>				
<i>Curricular sequence: Relation of the guide with content and performance standards:</i>				
<i>Teaching and learning processes suggested:</i>				

4. *Assessment methods suggested:*

Excellent	Good	Fair	Poor
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5. *Bibliography and Appendix:*

Excellent	Good	Fair	Poor
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*ADDITIONAL COMMENTS OR RECCOMENDATIONS:*

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