

	Curriculum Alignment Tool - Summary Across Units Puerto Rico Department of Education English Grade PreKinder	Unit K.1	Unit K.2	Unit K.3	Unit K.4	Unit K.5	Unit K.6	Unit K.7
	Listening/Speaking							
PK.LS.1	Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college and career topics.							
PK.LS.1.1	Participate in collaborative conversations with peers and adults in small and larger groups and during play.			X	X	X		X
PK.LS.1.1a	With guidance and support communicate using detail related to topic being discussed.				X	X		X
PK.LS.1.1b	Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movement, etc.	X	X	X	X	X	X	X
PK.LS.1.1c	Offer and respond to greeting or farewells.	X	X		X	X		X
PK.LS.1.1d	Repeat and respond to simple commands and some instructions and directions		X	X	X	X		X
PK.LS.1.1e	With guidance and support answer simple questions about topics and key details in a text read aloud			X	X		X	X
PK.LS.1.1f	With guidance and support respond to a question with an answer or details related to the topic being discussed.				X	X		X
K.LS.2	Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.							
K.LS.2.1	With guidance and support, engage in collaborative conversations and relate personal experience or story information by asking and answering simple yes/no and 5W questions using gestures, words, and simple phrases.	X	X	X	X	X	X	X
K.LS.2.2	Actively engage in group reading activities with purpose and understanding.				X	X	X	X
PK.LS.3	Evaluate information and determine appropriate responses to answer questions effectively.							
PK.LS.3.1	With guidance and support answer questions to seek help, get information, or clarify something that is not understood.		X	X	X		X	X
PK.LS.3.1a	Act upon or respond to simple statements and questions showing understanding of intent.	X		X	X		X	X
PK.LS.4	Contribute to social, academic, college, and career conversations using accurate and appropriate language.							
PK.LS.4.1	With guidance and support share stories, familiar experiences, and interests.		X		X		X	X
PK.LS.5	Provide, justify, and defend opinions or positions in speech.							
PK.LS.5.1	With guidance and support speak and express thoughts, feelings, and ideas.		X		X	X		X
PK.LS.6	Adjust language choices according to the task, context, purpose, and audience.							

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PK.LS.6.1	Begins in Kindergarten.							
PK.LS.7	Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.							
PK.LS.7.1	Begins in Kindergarten.							
Foundational Skills								
PK.FS.1	Print concepts							
PK.FS.1.1	demonstrate understanding of the organization and basic features of print		X	X	X	X	X	X
PK.FS.1.1a	Turn pages from left to right, one page at a time.	X		X		X		X
PK.FS.1.1b	Use pointers or fingers to track print from top to bottom and left to right.		X	X	X	X	X	
PK.FS.1.1c	Recognize the organization and basic features of print.			X	X		X	X
PK.FS.1.2	Practice tracking words left to right, top to bottom, and page by page.			X	X		X	X
PK.FS.1.2a	Recognize that spoken words are represented in written language by specific sequences of letters.					X	X	X
PK.FS.1.2b	Understand that words are separated by spaces in print.	X		X	X			
PK.FS.1.2c	Recognize and name some upper and lower case letters of the alphabet, especially those in own name.	X	X		X	X		
PK.FS.2	Phonological awareness (rhyming, blending, segmentation, deletion, isolation, substitution)							
PK.FS.2.1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	X	X	X	X	X	X	X
PK.FS.2.1a	With guidance and support recognize rhyming words.		X	X	X	X		X
PK.FS.2.1b	With guidance and support begin to recognize individual syllables in spoken words.			X		X		X
PK.FS.2.1c	With guidance and support isolate and pronounce initial sounds.			X		X		
PK.FS.2.1d	With guidance and support segment single-syllable spoken words into phonemes.					X	X	X
PK.FS.3	Phonics and word recognition							
PK.FS.3.1	Recognize one-to-one letter-sound correspondence by producing the primary sound of some consonants.	X		X	X	X	X	X
PK.FS.3.1a	Recognize the long and short sounds with common spellings for the five major vowels.		X		X		X	X
PK.FS.3.1b	Recognize some high-frequency sight words.	X	X	X	X	X	X	X
PK.FS.3.1c	Distinguish between similarly spelled words by identifying the some sounds of the letters that differ.			X	X	X		X
PK.FS.3.1d	Know and apply grade-level phonics and word analysis skills in decoding words.					X	X	X
PK.FS.4	Fluency							
PK.FS.4.1	Display emergent-reader text with purpose and understanding.		X	X	X	X		X
PK.FS.4.1a	Recite rhymes, songs, and familiar text while tracking with a finger or pointer.	X	X		X	X		X
PK.FS.4.1b	With guidance and support apply knowledge of letters, words, and sounds to read simple phrases or sentences.					X	X	X

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PK.R.8.1	Begins in grade 1.							
PK.R.9	Compare and contrast 2 or more authors' presentations of similar themes or topics.							
PK.R.9.1L	Begins in Kindergarten							
PK.R.9.1I	Begins in Kindergarten							
PK.R.10	Read and comprehend complex literary and informational texts independently and proficiently.							
PK.R.10.1	Begins in Kindergarten.							
	Writing							
PK.W.1	Write arguments to support point of view using valid reasoning and relevant evidence.							
PK.W.1.1	Use a combination of drawing, dictating, and writing to focus on one specific topic.	X		X	X		X	X
PK.W.2	Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.							
PK.W.2.1	Use a combination of drawing, dictating, and labeling to narrate a single event.		X	X		X		X
PK.W.2.2	With guidance and support, illustrate using details and dictating/write using descriptive words.			X	X		X	
PK.W.2.3	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.				X		X	X
PK.W.3	Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.							
PK.W.3.1	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.					X		X
PK.W.3.1a	With guidance and support make logical connections between drawing and dictation/writing.				X			X
PK.W.3.1b	With guidance and support recognize who and what the narrative will be about.				X		X	
PK.W.3.1C	With guidance and support creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem)					X		X
PK.W.4	Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, and publishing).							
PK.W.4.1	With guidance and support brainstorm ideas for writing by drawing illustrations.	X	X		X		X	X
PK.W.5	Use technology, including the internet, to interact and collaborate with others and produce and publish writing.							
PK.W.5.1	Begins in Kindergarten.							
PK.W.6	Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.							
PK.W.6.1	Begins in Kindergarten.							
PK.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.							
PK.W.7.1	Begins in kindergarten							

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PK.W.8	Write routinely over short and extended periods of time for a variety of tasks, purposes, and audiences.							
PK.W.8.1	Begins in Kindergarten.							
	Language							
PK.LA.1	Demonstrate command of English grammar and usage conventions.							
PK.LA.1.1	Demonstrates command of the conventions of standard English grammar.			X		X		X
PK.LA.1.1a	With guidance and support recognize common nouns and present tense verbs			X			X	X
PK.LA.1.1b	With guidance and support spell simple words phonetically.				X		X	X
PK.LA.2	Apply appropriate English capitalization, punctuation, and spelling conventions.							
PK.LA.2.1	Capitalize the first word in a sentence and pronoun I.		X		X		X	X
PK.LA.2.1a	Recognize and use ending punctuation.		X		X		X	X
PK.LA.3	Demonstrate understanding of how language functions in different contexts, making effective choices for meaning, style, and comprehension.							
PK.LA.3.1	Begins in Kindergarten.							
PK.LA.4	Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.							
PK.LA.4.1	Begins in Kindergarten.							
PK.LA.5	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.							
PK.LA.5.1	Begins in Kindergarten.							
PK.LA.6	Accurately use a variety of social, academic, and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.							
PK.LA.6.1	Begins in Kindergarten.							
	Number of indicators per quarter							
	Number of indicators per unit	14	28	32	47	39	34	57