	Curriculum Alignment Tool - Summary Across Units Puerto Rico Department of Education	Unit K.1	Unit K.2	Unit K.3	Unit K.4	Unit K.5	Unit K.6	Unit K.7
	English							
	Grade PreKinder							
	Grade Prekinder							
	Listening/Speaking						_	
PK.LS.1	Comprehend and analyze information from a variety of listening activities to ask and answer questions on social,	acaden	nic, coll	ege and	career to	pics.		
PK.LS.1.1	Participate in							
	collaborative							
	conversations							
	with peers and adults in small			X	X	X		X
	and larger							
	groups and during play.							
DV 1 C 4 4								_
PK.LS.1.1a	With guidance and support communicate using detail related to topic being discussed.				Х	X		X
PK.LS.1.1b	Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movement, etc.	Х	Х	X	Х	Х	Х	X
PK.LS.1.1c	Offer and respond to greeting or farewells.	X	Х		Х	X		X
PK.LS.1.1d	Repeat and respond to simple commands and some instructions and directions		Х	Х	Х	Х		Х
PK.LS.1.1e	With guidance and support answer simple questions about topics and key details in a text read aloud			Х	Х		Х	Х
PK.LS.1.1f	With guidance and support respond to a question with an answer or details related to the topic being discussed.				х	Х		Х
K.LS.2	Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with	differe	ent audi	iences.				
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	х	x	х	x	x
K.LS.2.2	Actively engage in group reading activities with purpose and understanding.				Х	Х	Х	Х
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		х	х	х		х	х
PK.LS.3.1a	understood. Act upon or respond to simple statements and questions showing understanding of intent.	х	-	Х	X		Х	Х
				^			^	^
PK.LS.4.1	With guidance and support share stories, familiar experiences, and interests.		Х		lх		Х	Х
	Provide, justify, and defend opinions or positions in speech.		1					
PK.LS.5.1	With guidance and support speak and express thoughts, feelings, and ideas.		Х		х	Х		х
	Adjust language choices according to the task, context, purpose, and audience.							

	Curriculum Alignment Tool - Summary Across Units	Unit K.1	Unit K.2	Unit K.3	Unit K.4	Unit K.5	Unit K.6	Unit K.7
	Puerto Rico Department of Education		~	۵	4	5	6	7
	English							
	Grade PreKinder							
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 socia	l, acadeı	nic, col	lege, and	d career s	ettings.		
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		Х	X	Х	X	Х	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.		Х	Х	Х	X	Х	
PK.FS.1.1c	Recognize the organization and basic features of print.			X	Х		Х	X
PK.FS.1.2	Practice tracking words left to right, top to bottom, and page by page.			X	Х		Х	X
PK.FS.1.2a	Recognize that spoken words are represented in written language by specific sequences of letters.					Х	Х	X
PK.FS.1.2b	Understand that words are separated by spaces in print.	Х		Х	Х			
PK.FS.1.2c	Recognize and name some upper and lower case letters of the alphabet, especially those in own name.	Х	Х		Х	Х		
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	Х	X	Х	X	Х	X
PK.FS.2.1a	With guidance and support recognize rhyming words.		Х	Х	Х	X		X
PK.FS.2.1b	With guidance and support begin to recognize individual syllables in spoken words.			Х		Х		Х
PK.FS.2.1c	With guidance and support isolate and pronounce initial sounds.			Х		Х		
PK.FS.2.1d	With guidance and support segment single-syllable spoken words into phonemes.					X	Х	X
	Phonics and word recognition		_			1	1	1
PK.FS.3.1	Recognize one-to one letter-sound correspondence by producing the primary sound of some consonants.	Х		Х	Х	Х	Х	Х
PK.FS.3.1a	Recognize the long and short sounds with common spellings for the five major vowels.		Х		Х		Х	Х
PK.FS.3.1b	Recognize some high-frequency sight words.	X	Х	Х	Х	X	Х	Х
PK.FS.3.1c	Distinguish between similarly spelled words by identifying the some sounds of the letters that differ.			Х	х	Х		Х
PK.FS.3.1d	Know and apply grade-level phonics and word analysis skills in decoding words.					X	Х	X
	Fluency		1	1.4	1	1.4	_	1.
PK.FS.4.1	Display emergent-reader text with purpose and understanding.		Х	X	Х	Х		Х
PK.FS.4.1a	Recite rhymes, songs, and familiar text while tracking with a finger or pointer.	Х	Х		х	X	1	X
PK.FS.4.1b	With guidance and support apply knowledge of letters, words, and sounds to read simple phrases or sentences.					X	Х	X

		Curriculum Alignment Tool - Summary Across Units Puerto Rico Department of Education English	Unit	Unit K.2	Unit K.3	Unit K.4	Unit K.5	Unit K.6	Unit K.7
			K.1	K.2	К.3	K.4	K.5	K.6	K.7
		Grade PreKinder							
		Grade Frekinder							
PK.FS.4.1c		With guidance and support assemble letters to forms words and words to form sentences and (pretend) to read the	words	or sent	ences bac	k. X	Х		Х
		Reading							
	PK.R.1	Read critically to make logical inferences and cite specific textual evidence to support conclusions drawn from t	ne text.						
PK.R.1.1L		With guidance and support, retell familiar stories including key details.		Х	Х	Х	Х		Х
PK.R.1.1I		With guidance and support, retell key details of a non-fiction text.		Х	X	Х	X		X
	PK.R.2	Determine main ideas or themes of a text and analyze their development. Summarize the key supporting details	and ide	_					
PK.R.2.1L		With guidance and support, answer questions about key details in a fiction text.		X		X		Х	X
PK.R.2.11					Х		Х		Х
		With guidance and support, identify the main idea and answer questions about key details in a non-fiction text.			Λ		^		^
	PK.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.					1		<u> </u>
PK.R.3.1L		With guidance and support, identify characters, settings, and mayor events in a story.	X	Х		Х		Х	X
PK.R.3.1I		With guidance and support, make a connection between two individuals, events, ideas, or pieces of information in a text.			х		X		X
	PK.R.4	Interpret words and phrases as they are used in a text, determining technical, connotative, and figurative meawing or tone.	nings. A	nalyze	how spec	ific word	l choice	s shape	
PK.R.4.1		With prompting and support answer questions about unknown words in a text.		Х		X		X	X
PK.R.4.2		With prompting and support recognize the meaning of unknown words in a read aloud.		Х	X	Х		Х	X
	PK.R.5	Analyze the structure of a text, including how specific sentences, paragraphs, and larger portions of the text (e.g. other and to the whole.	, sectio	ns, cha	pters, sce	nes, or s	tanzas) ı	relate t	o each
PK.R.5.1L		With prompting and support name the author and illustrator of a story and define the role of each in telling the story.				х		х	х
PK.R.5.11		Identify parts of a book (title, author) and parts of a text (Beginning, details, and end).		Х		Х		Х	X
	PK.R.6	Assess how point of view or purpose shapes the content and style of a text.							
PK.R.6.1L		Make connections between the illustrations and the text in a story (read or read aloud).		Х		Х	X		Х
PK.R.6.11		With prompting and support, identify the reasons an author gives to support points in a text.				Х	Х		Х
	PK.R.7	Integrate and evaluate content presented in diverse media and formats.						1	
PK.R.7.1L		With prompting and support recount a single event or several loosely linked events, tell about the events in the			V		v		V
		order in which they occurred, and provide a reaction to what happened.			X		X		X
PK.R.7.11		With prompting and support answer questions to describe the relationship between illustrations and the text in which they appear.					х		х
	PK.R.8	Delineate and evaluate an author's argument through evidence specified in a text.							

	Curriculum Alignment Tool - Summary Across Units Puerto Rico Department of Education	Unit K.1	Unit K.2	Unit K.3	Unit K.4	Unit K.5	Unit K.6	Unit K.7
		K.1		K.3	K.4			K.7
	English							
	Grade PreKinder							
PK.R.8.1	Begins in grade 1.							
PK.R.9	Compare and contrast 2 or more authors' presentations of similar themes or topics.	ļ					_	ı
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		Х	Х		Х	X
PK.W.2	Write informational texts to examine and convey complex ideas and information clearly and accurately through	the sel	ection,	organizat	ion, and	analysis	of	
	relevant content.				_		1	
PK.W.2.1	Use a combination of drawing, dictating, and labeling to narrate a single event.		Х	Х		Х		Х
PK.W.2.2	With guidance and support, illustrate using details and dictating/write using descriptive words.			х	X		X	1
PK.W.2.3	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.				Х		Х	Х
PK.W.3	Write literary texts to develop real or imagined experiences or events using effective technique, details, and st	ructure				1	ļ	
PK.W.3.1	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined	1	1	1		x		х
	experiences or events.							
PK.W.3.1a	With guidance and support make logical connections between drawing and dictation/writing.				Х			Х
PK.W.3.1b	With guidance and support recognize who and what the narrative will be about.				Х		Х	
PK.W.3.1C	With guidance and support creates a response to a text, author, or personal experience (e.g., dramatization, art					х		х
	work or poem)					^		^
PK.W.4	Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rev	vriting,	and pub	olishing).				
PK.W.4.1	With guidance and support brainstorm ideas for writing by drawing illustrations.	X	Х		Х		X	Х
PK.W.5	Use technology, including the internet, to interact and collaborate with others and produce and publish writing	3.	_					
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 s	ubject.						
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							

	Curriculum Alignment Tool - Summary Across Units Puerto Rico Department of Education	Unit K.1	Unit K.2	Unit K.3	Unit K.4	Unit K.5	Unit K.6	Unit K.7
	English .							
	Grade PreKinder							
PK.W.8	Write routinely over short and extended periods of time for a variety of tasks, purposes, and audiences.		Ļ				Ļ	
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.			Χ		Х		Χ
PK.LA.1.1a	With guidance and support recognize common nouns and present tense verbs			Х			Х	Χ
PK.LA.1.1b	With guidance and support spell simple words phonetically.				Х		Х	Х
PK.LA.2	Apply appropriate English capitalization, punctuation, and spelling conventions.							
PK.LA.2.1	Capitalize the first word in a sentence		х		х		х	Х
	and pronoun I.							
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	ng, style	e, and c	omprehei	nsion.			
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 wo	rd part	s, and c	onsulting	referen	ce mate	rials.	
PK.LA.4.1	Begins in Kindergarten.							
PK.LA.5	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.			I .				
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