

Curriculum Alignment Tool - Summary Across Units
Puerto Rico Department of Education
English
Grade 1

		Unit 1.1 My Emotions	Unit 1.2 Our Diverse Community	Unit 1.3 Working It Out	Unit 1.4 How Can I Help?	Unit 1.5 Let's Celebrate	Unit 1.6 Folktales	Unit 1.7 Habitats	Unit 1.8 How We Change
	Listening								
1.L.1	Listen and interact with peers during social interactions, read-alouds, and class, group, and partner discussions.			X	X	X	X	X	X
1.L.1a	Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., I like...).	X	X	X	X	X	X	X	X
1.L.1b	Use gestures and expressions to demonstrate engagement and understanding in a socially appropriate manner.	X	X			X	X	X	
1.L.1c	Listen and respond to simple commands and instructions or directions with 3 or more steps.	X	X			X		X	X
1.L.1d	Offer and respond to greetings/farewells using appropriate courtesy expressions.			X					
1.L.1e	Listen and participate in rhymes, songs, chants, etc.	X	X	X	X				X
1.L.1f	Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language.					X	X		
	Speaking								
1.S.1	Participate in class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions about personal experience and stories with more elaborated responses, transitioning from one- or two-word responses to phrases and simple sentences.	X	X	X	X	X	X	X	X
1.S.2	Exchange common social greetings, retell texts, and recount experiences, using complete sentences.			X	X	X	X	X	
1.S.2a	Offer greetings, farewells, and introductions using appropriate courtesy expressions and respond accordingly.			X					
1.S.2b	Use words, phrases, and short sentences to express ideas for a variety of purposes (e.g., to communicate needs and desires, express feelings).	X	X	X	X		X		X
1.S.2c	Expand sentences to provide some details (e.g., Who? What? When?) about a familiar or new activity or process.	X		X	X	X		X	

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1.S.3	Respond to conversations, read-alouds, text, and oral presentations orally using a growing number of general academic and content-specific words and relying less on physical actions or other means of nonverbal communication.	x	x	x	x	x	x	x	x
1.S.4	Express opinions, using an expanded set of learned phrases as well recalling some textual evidence or relevant background knowledge.			x	x	x		x	
1.S.4a	Tell and elaborate on statements, opinions, or arguments using language models or sentence starters.	x	x	x	x	x			
1.S.5	Describe personal experiences, using some new vocabulary and details about familiar topics, appropriate to the situation.	x	x	x	x	x	x		
1.S.6	Plan and deliver brief oral presentations on a variety of familiar topics.					x	x	x	x
1.S.6a	Retell texts and recount personal or familiar experiences, and describe activities, topics, or objects, using some newly acquired vocabulary and details appropriate to the situation.	x	x	x	x	x		x	
1.S.6b	Recite, memorize, or present rhymes, poems, or songs.				x				
	Reading								
1.R.1	Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in key details based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with moderate support.	x	x	x	x		x		x
1.R.2L	Retell familiar stories, including key details.	x		x	x				
1.R.2I	Identify the main topic and key details of an informational text that is read aloud.	x	x						
1.R.3L	Describe characters, settings, and major events in a story, using key details.	x		x			x		
1.R.3I	Describe individuals, events, ideas, or pieces of information in an informational text.	x	x			x		x	x
1.R.4L	Ask and answer questions about unknown words in a literary text, and use illustrations to determine the meaning of unknown words.	x					x		
1.R.4I	Ask and answer questions about unknown words in an informational text, and use illustrations to determine the meaning of unknown words.	x	x					x	x

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1.R.5	Recognize common types of texts, identify the front cover, back cover, and title page of a book, and story organization (beginning, middle, and end).					X			
1.R.6L	Identify who is telling the story (narrator, author, character).						X		
1.R.6I	Distinguish between information provided by pictures or other illustrations in a text.								X
1.R.7	Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within nursery rhymes, folk tales, and other texts.	X		X	X	X	X		
1.R.9L	Identify the adventures and experiences of characters in familiar stories.	X		X					
1.R.9I	Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).	X	X					X	
1.R.10	Read nursery rhymes, folk tales, and other texts of appropriate complexity.	X				X			X
1.R.FS.11	Recognize sounds (phonemes), syllables, and spoken words.					X	X		
1.R.FS.11a	Distinguish long from short vowel sounds in spoken single-syllable words.					X			
1.R.FS.11b	Count, pronounce, blend, and segment syllables in spoken words.				X				
1.R.FS.11c	Blend and segment onsets (beginning sounds) and rimes (combination of consonants and vowels that when used together make the same sound) of single-syllable spoken words.				X				
1.R.FS.11d	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.					X	X		
1.R.FS.12	Know and apply phonics and word analysis skills to decode words.					X	X		
1.R.FS.12a	Decode regularly spelled one-syllable words.	X				X	X		
1.R.FS.12b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.					X			
1.R.FS.12c	Know final -e as rule for representing long vowel sounds.	X				X			
1.R.FS.13	Recognize the organization and basic text features.					X			
1.R.FS.13a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	X					X	X	

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	Writing								
1.W.1	Write simple sentences and use illustrations to express opinions and feelings or describe a picture, person, or object.	x	x	x	x	x	x	x	x
1.W.2	Use a combination of copying, drawing and writing to compose short informational texts collaboratively with a teacher, with peers, and with increasing independence.	x	x			x		x	
1.W.3	Use a combination of copying, drawing and writing to compose short literary texts collaboratively with a teacher, with peers, and with increasing independence.			x	x		x		x
1.W.4	Brainstorm ideas for writing by drawing and labeling detailed illustrations.		x		x				
1.W.5	Explore a variety of digital tools through teacher-led writing activities.								x
1.W.6	Participate in shared research and writing projects (e.g., ABC books).					x		x	
1.W.7	Remember information about experiences or gather information from a variety of sources (e.g., word wall, book talks, weather charts, routine tasks) to answer	x				x		x	
1.W.FS.9	Recognize organization and basic features of print.					x			
1.W.FS.9a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).						x	x	x
1.W.FS.10	Know and apply phonics and word analysis skills to decode words. Print from dictation all upper- and lowercase letters.					x	x		
	Language								
1.LA.1	Demonstrate command of English grammar and usage when writing or speaking.								x
1.LA.1a	Use common and proper nouns.			x					
1.LA.1b	Form singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop.).								x
1.LA.1c	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.).								x
1.LA.1d	Use frequently occurring adjectives.			x					
1.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.							x	x

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1.LA.2a	Capitalize the first word in a sentence, dates, and names of people.								x
1.LA.2b	Use a period for end punctuation of sentences.							x	x
1.LA.2c	Write a letter or letters for short and long-vowel sounds (phonemes).					x			
1.LA.2d	Use conventional spelling for basic sight words with common spelling patterns and for frequently occurring irregular words (e.g., said - /s/ /e/ /d/).								x
1.LA.2e	Consult reference materials, including picture and standard dictionaries, as needed to check and correct spellings, using the ability to alphabetize by the first letter.				x		x	x	x
1.LA.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.						x		x
1.LA.3a	Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).						x		
1.LA.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from an array of strategies.			x					
1.LA.4a	Use context clues and illustrations to identify the meaning of unfamiliar words.		x		x		x	x	
1.LA.4b	Add prefixes to words and determine new meaning.			x					
1.LA.4c	Uses basic phonemic awareness strategies to decode words.					x	x		
1.LA.4d	Use compound words to derive meaning.							x	
1.LA.5	Demonstrate understanding of word relationships and differences in word meanings.			x					
1.LA.5a	Sort and categorize words (e.g., colors, clothing) to show comprehension and define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	x	x					x	
1.LA.5b	Make and apply connections between words and their use (e.g., big park, small room).	x	x						x
1.LA.5c	Act out word meanings.			x					
1.LA.6	Use words and phrases acquired through conversations and read-alouds.	x	x	x	x	x	x	x	x
Number of Indicators per Quarter		53		54		65		54	
Number of Indicators per Unit		31	22	28	24	35	30	27	28