

Curriculum Alignment Tool - Summary Across Units
Puerto Rico Department of Education
English
Grade 2

		Unit 2.1 Bilingual and Proud	Unit 2.2 Where are we?	Unit 2.3 Myths and Creation stories	Unit 2.4 Poetry	Unit 2.5 Heroes	Unit 2.6 Art and Author Study	Unit 2.7 Wild Weather
	Listening							
2.L.1	Listen and interact with peers during social interactions, read-alouds, and class, group, and partner discussions.			X	X	X	X	X
2.L.1a	Ask and answer questions appropriate to the topic and offer opinions in conversations using learned phrases and open responses.	X		X	X	X	X	X
2.L.1b	Use gestures, expressions, and simple words/phrases to demonstrate engagement and understanding in a socially appropriate manner.	X					X	
2.L.1c	Listen and respond to increasingly complex instructions, commands, and directions.				X	X	X	
2.L.1d	Offer and respond to greetings/farewells using appropriate courtesy expressions.	X						
2.L.1e	Listen and participate in rhymes, songs, chants, etc.				X			
2.L.1f	Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language.	X		X	X			
2.L.1g	Listen and respond to simple 5W questions.			X	X	X		
	Speaking							
2.S.1	Participate in class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions with confidence about personal experience and texts using complete sentences.	X	X	X	X	X	X	X
2.S.2	Exchange common social and more formal greetings, retell texts, and recount experiences, using increasingly detailed complete sentences.			X		X		
2.S.2a	Offer forms of greetings, farewells, and introductions using the appropriate courtesy expressions and respond accordingly.	X						
2.S.2b	Use words, phrases, and expanded sentences to express ideas for a variety of purposes (e.g., communicate needs and desires).			X	X	X	X	X
2.S.2c	Expand sentences to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and sometimes independently.					X		
2.S.3	Retell conversations and fictional and informational texts; and respond to stories, read-alouds, and presentations orally using a growing number of general academic and content-specific words.	X	X	X		X		X
2.S.4	Offer and support opinions by providing good reasons and increasingly detailed examples from experience and text.			X		X	X	
2.S.4a	Tell and elaborate on statements, opinions, or arguments with increasing independence.	X					X	

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2.S.5	Describe personal experiences, using extended vocabulary, a growing number of nouns, noun phrases, adjectives, and verbs, to provide details appropriate to the situation and with some reliance still on first language to fill in gaps in oral English.	x					x	
2.S.6	Plan and deliver brief oral presentations on a variety of topics.			x				
2.S.6a	Retell texts and recount experiences using complete sentences, key words, and a growing number of general academic and domain-specific words in order to add detail while speaking.	x		x		x		
2.S.6b	Recite, memorize, or present more complex rhymes, poems, or songs.				x			
Reading								
2.R.1	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using greater detail based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with light support.	x	x	x	x	x	x	x
2.R.2L	Retell stories, including key details, and identify main idea or lesson.		x	x			x	x
2.R.2I	Identify the main topic and key details of an informational text.	x	x					x
2.R.3L	Describe how characters in a story respond to major events and challenges.					x		
2.R.3I	Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.	x				x		
2.R.4L	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.				x			
2.R.4I	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	x						x
2.R.5	Describe the major differences between literary and informational texts.		x					x
2.R.6L	Identify who is telling the story at various points in a text.			x				
2.R.6I	Distinguish between information provided by pictures or other illustrations in a text.							x
2.R.7	Use illustrations and details in a text to describe its characters, setting, events, or key ideas.			x				
2.R.9L	Compare and contrast the adventures and experiences of characters in familiar stories.			x				
2.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		
2.R.10	Read and comprehend folk tales and mystery/science fiction/fantasy stories of appropriate complexity.						x	x
2.R.FS.11	Recognize sounds (phonemes), syllables, and spoken words.			x				
2.R.FS.11a	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.				x			
2.R.FS.11b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.							x

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2.R.FS.11c	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).			x				
2.R.FS.11d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)			x				
2.R.FS.12	Know and apply phonics and word analysis skills to decode words.			x				
2.R.FS.12a	Distinguish long and short vowels when reading regularly spelled one-syllable words.				x			
2.R.FS.12b	Decode regularly spelled two-syllable words with long vowels.				x			
2.R.FS.12c	Decode words with common prefixes and suffixes.			x				
2.R.FS.13	Apply the distinguishing features of a sentence when reading (e.g., first word, capitalization, ending punctuation).				x			
	Writing							
2.W.1	Write to express feelings, familiar topics, experiences, and describe a picture; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.	x		x	x	x	x	x
2.W.2	Work independently and collaborate with peers to draw and write informational texts; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.	x	x	x	x			x
2.W.3	Collaborate with peers to draw and write literary texts; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.	x	x	x		x	x	x
2.W.4	Respond to questions and suggestions from peers and add details to strengthen writing as needed.		x	x	x			
2.W.5	Explore a variety of digital tools to produce and publish writing, including in collaboration with peers.				x			
2.W.6	Participate in shared research and writing projects.	x	x	x				x
2.W.7	Remember information about experiences or gather information from a variety of sources (e.g., word wall, book talks, grade-appropriate texts) to answer a question in writing.	x	x			x	x	
2.W.FS.9	Apply the distinguishing features of a sentence when writing (e.g., first word, capitalization, ending punctuation).			x	x	x	x	x
	Language							
2.LA.1	Demonstrate command of English grammar and usage when writing or speaking.				x	x	x	x
2.LA.1a	Use collective nouns (e.g., group) and possessive nouns.		x					
2.LA.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).						x	
2.LA.1c	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).			x				
2.LA.1d	Use adjectives and choose between them depending on what is to be modified.						x	

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2.LA.1e	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).							X
2.LA.1f	Use frequently occurring conjunctions (e.g., and, but, or, so, because).		X					
2.LA.1g	Use articles (e.g., the, an, etc.) and demonstrative adjectives (e.g., this, that, etc.) as appropriate.							X
2.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.			X	X	X	X	X
2.LA.2a	Capitalize holidays, product names, and geographic names.				X			
2.LA.2b	Use punctuation for declarative, interrogative, and exclamatory sentences.					X		
2.LA.2c	Write a letter or letters for short and long-vowel sounds (phonemes).						X	
2.LA.2d	Generalize learned spelling patterns (word families) when writing words (e.g., at: mat, cat, sat; ake: cake, bake, make).			X				
2.LA.2e	Use commas in dates and to separate single words in a series.						X	
2.LA.2f	Use conventional spelling for grade appropriate words with common spelling patterns and for some irregular words.			X		X		
2.LA.2g	Consult reference materials, including dictionaries, as needed to check and correct spellings, using the ability to alphabetize by the first two letters.		X	X	X	X		X
2.LA.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			X	X	X	X	X
2.LA.3a	Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).				X	X		X
2.LA.3b	Apply differences between the conventions of spoken and written English with some degree of accuracy though not perfectly and with support.							X
2.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			X
2.LA.4a	Use illustrations, predictions, and context clues to help identify meaning of a word or phrase.							X
2.LA.4b	Determine the meaning of the new word formed when a prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).			X				
2.LA.4c	Use the root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>).	X						
2.LA.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).							X
2.LA.5	Recognize word relationships and differences in word meanings.				X			
2.LA.5a	Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).						X	

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2.LA.5b	Distinguish slight differences of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.						x	
2.LA.5c	Relate word meanings through similar words (synonyms) or distinguish slight differences in word meanings.						x	
2.LA.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and connecting words (e.g., conjunctions like and because).	x		x	x	x	x	
Number of indicators per quarter		36		65		54		29
Number of indicators per unit		21	15	35	29	27	27	29