

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

		Unit K:1 About Me	Unit K:2 Good Friends	Unit K:3 Let's Play	Unit K:4 Let's Rhyme and Sing	Unit K:5 Story Time	Unit K:6 Let's Go Outside	Unit K:7 Living Things	Unit K:8 My Community
	<b>Listening</b>								
K.L.1	Listen and interact with peers and teachers during read-alouds, social interactions, group activities, and informal oral presentations.			X	X	X	X	X	X
K.L.1a	Ask and answer basic instructions and routine questions appropriate to the topic.	X	X	X	X	X	X	X	X
K.L.1b	Interact in a socially appropriate manner through eye contact and gestures.	X	X						X
K.L.1c	Listen and respond to simple commands and 2-step instructions and directions.		X						X
K.L.1d	Offer and respond to greetings/farewells using appropriate courtesy expressions.								X
K.L.1e	Listen and participate in simple rhymes, songs, chants, etc.	X	X	X	X		X	X	X
K.L.1f	Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language.				X	X	X	X	
	<b>Speaking</b>								
K.S.1	Engage in conversations and relate personal experience or story information by asking and answering simple yes-no and wh- questions using gestures, words, and simple phrases.	X	X		X	X	X	X	X
K.S.2	Use common gestures, single words, and simple phrases when interacting with others, retelling texts and recounting experiences.					X			X
K.S.2a	Use common courtesy words and offer verbal and nonverbal forms of greetings and phrases when interacting with others.	X							X
K.S.2b	Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movement, etc.	X		X	X			X	X
K.S.3	React to conversations, text, and oral presentations orally and using physical actions and other means of nonverbal communication to show comprehension (e.g., to express feelings, opinions, etc.).	X	X		X	X		X	X
K.S.4	Offer opinions about a topic or text using simple single word or short phrase answers with respect and tolerance.				X				X
K.S.4a	Produce simple statements or beliefs using sentence starters or language models.		X		X		X	X	X
K.S.5	Describe personal experiences and familiar topics, using vocabulary and details appropriate to the situation and filling in gaps in oral English with first language.	X	X	X	X		X	X	X

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K.S.6	Plan and deliver brief oral presentations on a variety of familiar topics.							x	
K.S.6a	Retell simple events in a proper sequence, and describe familiar activities, topics, or objects in group sharing activities using gestures, key vocabulary, and simple phrases.			x		x			
K.S.6b	Recite, memorize, or present simple rhymes, poems, or songs.		x	x					
<b>Reading</b>									
K.R.1	Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a variety of read-aloud texts and viewing of multimedia with substantial support.					x		x	
K.R.2L	Identify key details in a story read aloud.	x	x						x
K.R.2I	Identify key details of an informational text read aloud.						x	x	
K.R.3L	Identify characters, settings, and major events in a story that is read aloud.					x			
K.R.3I	Identify individuals, events, ideas, or pieces of information in an informational text.							x	
K.R.4L	Ask and answer questions about unknown words in a literary text and use illustrations to determine the meaning of unknown words.								x
K.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	
K.R.5	Recognize common types of texts (e.g., storybooks, poems) and identify the front cover, back cover, and title page of a book.				x				
K.R.6L	Name the author and illustrator of a story and define the role of each in telling the story.				x				
K.R.6I	Name the author and illustrator of an informational text and define the role of each in presenting the ideas or information.				x				
K.R.7	Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within nursery rhymes and folk tales.					x			x
K.R.9L	Identify the adventures and experiences of characters in familiar stories.	x							
K.R.9I	I. Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).							x	

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K.R.10	Actively engage in group read-alouds of nursery rhymes, folk tales, and developmentally-appropriate poetry with purpose and understanding.			X	X	X			X
K.R.FS.11	Recognize sounds (phonemes), syllables, and spoken words.				X	X			X
K.R.FS.11a	Recognize, generate, and produce rhyming words, including nonsense words.				X	X	X		
K.R.FS.11b	Identify syllables through actions (e.g., clapping).				X	X			X
K.R.FS.11c	Manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays.	X		X	X	X		X	X
K.R.FS.12	Know and apply phonics and word analysis skills to decode words.				X	X	X	X	
K.R.FS.12a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound and consonant sounds.				X	X		X	
K.R.FS.12b	Identify vowels and consonants; associate the sounds.						X		
K.R.FS.13	Recognize the organization and basic features of print.				X				
K.R.FS.13a	Follow words from left to right, top to bottom, and page by page.								X
K.R.FS.13b	Recognize that spoken words are represented in written language by specific sequences of letters.								X
K.R.FS.13c	Recognize and name all upper- and lowercase letters of the alphabet.	X					X		
	<b>Writing</b>								
K.W.1	Use a combination of drawing and labeling to express preferences and opinions (e.g., My favorite book is...).		X		X		X		X
K.W.2	Use a combination of drawing and labeling to compose short informational texts to name what they are writing about and supply some information about the topic.	X	X					X	
K.W.3	Use a combination of drawing and labeling to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			X		X			
K.W.4	Brainstorm ideas for writing by drawing illustrations.					X		X	X
K.W.5	Explore a variety of digital tools through teacher-led writing activities.								X

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K.W.7	Remember information about experiences or gather information from various sources (e.g., word wall, book talks, weather charts, routine tasks) to answer a question.						X	X	
K.W.FS.9	Recognize the organization and basic features of print.					X			
K.W.FS.9a	Understand that words are separated by spaces in print.								X
K.W.FS.10	Know and apply phonics and word analysis skills to decode words.				X		X		X
K.W.FS.10a	Write the letters that represent first name.				X		X		X
K.W.FS.10b	Attempt to write letters using print techniques.				X	X	X	X	X
	<b>Language</b>								
K.LA.1	Demonstrate command of English grammar and usage when writing or speaking.						X		
K.LA.1a	Use present form of basic verbs and common nouns (e.g., I walk home.).					X			
K.LA.1b	Simple sentences or phrases with basic structure including adjectives (e.g., The dog is big.).							X	
K.LA.1c	Develop phonemic awareness and the alphabetic principle when participating in listening and speaking activities.				X	X	X	X	
K.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.								X
K.LA.2a	Recognize and name end punctuation as a period.								X
K.LA.2b	Write a letter or letters for most consonant and short-vowel sounds (phonemes).								X
K.LA.2c	Spell simple words phonetically, drawing on knowledge of sound-letter relationships with correct spelling and spacing.								X
K.LA.2d	Consult reference materials, including picture dictionaries, as needed to check and correct spellings, using the ability to find words by the first letter.								X
K.LA.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.								X
K.LA.3a	Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).							X	
K.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	
K.LA.4a	Use context clues and illustrations to identify the meaning of unfamiliar words.	X							X

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K.LA.4b	Identify and blend compound words.						x		
K.LA.5	Explore word meanings.							x	
K.LA.5a	Indicate increasing specificity of vocabulary (e.g., transitioning from calling something an animal to calling it a dog or a cat).	x	x					x	
K.LA.5b	Sort and classify common objects into categories (e.g., shapes, foods) to gain meaning	x	x	x				x	
K.LA.5c	Make and explain connections between words and their use (e.g., emotions: happy, sad, etc., or family members: funny, old, etc.).	x	x						
K.LA.5d	Act out word meanings.	x	x						x
K.LA.6	Use words and phrases acquired through conversations and read-alouds.		x	x	x	x	x		x
<b>Number of Indicators per Quarter</b>		35		39		47		66	
<b>Number of Indicators per Unit</b>		18	17	12	27	24	22	29	39