

# Welcome to Level 1



We are excited for you and your students to learn with *Arts & Letters*<sup>™</sup>, Great Minds<sup>®</sup> English language arts curriculum, and Really Great Reading's Blast<sup>™</sup> program. Together, these programs can help your students build the language comprehension and foundational skills they need to be skillful readers.

**Use this quick start guide to understand your materials, set up your classroom, and prepare for a complete, structured literacy block.**



## Language Comprehension

With *Arts & Letters*, students read, write, and talk about information-rich texts in order to build their content knowledge, vocabulary, and understanding of spoken and written language conventions.



(Optional purchase)

## Knowledge-Building Foundational Skills Practice

With *Geodes*, students practice and apply foundational reading skills to information-rich books that systematically build knowledge about their world.

## Skilled Reading

By the end of grade 2, students can read words with common prefixes and suffixes, 200 high-frequency words, and a variety of multisyllabic words. In their independent reading, students demonstrate their comprehension of a broad range of texts by applying their decoding skills and knowledge in fluent reading.



## Word Recognition

With *Blast*, students build word recognition skills, including phonological and phonemic awareness, decoding, and automatic identification of high-frequency words.

## How should we schedule our literacy block?

We recommend spending most instructional time on core English language arts and foundational reading instruction. Teachers can then flexibly supplement with small-group instruction and targeted practice.

A typical daily schedule might include 2–2 ½ hours for literacy instruction, with approximately 100 minutes for English language arts and foundational skills, and an additional 30 minutes of supplemental small-group instruction. While some schools choose to create continuous literacy blocks, these components may also be separated across the school day.

### A Complete Structured Literacy Block:

<p><b>Blast</b> Foundational skills</p>	<p><b>30 minutes</b> Direct instruction = 15–20 minutes Practice to Mastery = 5–10 minutes Handwriting = 10 minutes</p>
<p><b>Arts &amp; Letters</b> English language arts instruction</p>	<p><b>120 minutes</b></p>
<p><b>Targeted Instruction and Practice Options</b></p> <ul style="list-style-type: none"> <li>• <i>Arts &amp; Letters Prologue</i></li> <li>• <i>Arts &amp; Letters</i> Volume of Reading</li> <li>• Blast             <ul style="list-style-type: none"> <li>- Reading Playground</li> <li>- Small-Group Instruction</li> <li>- EL and Spanish Resources</li> </ul> </li> </ul>	<p><b>30 minutes</b> (Flexible)</p>
<p><b>TOTAL TIME</b></p>	<p><b>Approximately 3 hours</b></p>

## More About *Arts & Letters Prologue*

Approximately one-third of each module's lessons have a corresponding *Prologue* lesson—a pre-teaching companion to the core lesson that offers students with language needs additional support targeting vocabulary, syntax, and oral language practice. These 30-minute lessons are designed to be delivered flexibly, based on student need and readiness to engage with the core lesson. *Prologue* aims to specifically support multilingual learners and students with language-based disorders or disabilities.



Click the QR code to learn more about *Arts & Letters Prologue* and our supports for multilingual learners.

## What might a week of instruction with both components look like?

### Arts & Letters Level 1, Module 3: Wind Power

In this module, students learn about the wind and explore its impact on their lives.

Lesson 24	Lesson 25	Lesson 26	Lesson 27	Lesson 28
<p>Students read and discuss the complex text <i>The Boy Who Harnessed the Wind</i>, a literary nonfiction text about William Kamkwamba, a young inventor from Malawi who learns about generating electrical power from the wind. In writing, they conduct research to learn about jobs that study or use the wind and then create a presentation sharing their opinion about which job they would prefer.</p> <p>In <i>Prologue</i> lessons, students learn to agree and disagree with opinions. Students collect text evidence from <i>The Boy Who Harnessed the Wind</i> and use it to support what they say during a discussion.</p>				

### Blast, Unit 21

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Letter-Sound &amp; High-Frequency Word Fluency:</b> Students learn and practice new ways of spelling the <i>long e</i> and <i>long a</i> sounds.</p>	<p><b>Phonemic Awareness:</b> Students identify, segment, blend, and delete phonemes in words.</p>	<p><b>Phonics Concepts:</b> Students accurately read one- and two-syllable words with <i>long e</i> vowel teams, <i>long a</i> vowel teams, and the <i>y</i> spelling of <i>long e</i>.</p>	<p><b>Student Practice:</b> Students practice reading words and phrases that reinforce concepts in previous lessons.</p>	<p><b>Wrap Up &amp; Show What You Know:</b> Students read and spell words taught in this unit and previous units.</p>

## Materials Checklist

### Arts & Letters, Level 1

- Teach books** (print and digital, four total per teacher; one for each module)
- Prologue books** (print and digital, four total per teacher; one for each module)
- Learn books** (print and digital, four total per student; one for each module)
- Knowledge Deck** (print and digital, eight total per class; two identical sets for each module)
- Posters** (print, two total per class)
- Presentation Slides** (digital, one deck per lesson)
- Assessment Guides** (digital, one guide per formal assessment)
- Speaking and Listening Goal Tracker** (digital, four total per teacher; one for each module)
- Implementation Resources** (digital)

Module 1 Trade Books	Ratio	Qty.
<input type="checkbox"/> <i>The Book Rescuer: How a Mensch from Massachusetts Saved Yiddish Literature for Generations to Come</i> , Sue Macy and Stacy Innerst	4:1	
<input type="checkbox"/> <i>That Book Woman</i> , Heather Henson and David Small	2:1	
<input type="checkbox"/> <i>Ready to Fly: How Sylvia Townsend Became the Bookmobile Ballerina</i> , Lea Lyon, A. LaFaye, and Jessica Gibson	2:1	
<input type="checkbox"/> <i>Tomás and the Library Lady</i> , Pat Mora and Raul Colón	2:1	
<input type="checkbox"/> <i>The White Cat and the Monk: A Retelling of the Poem “Pangur Bán,”</i> Jo Ellen Bogart and Sydney Smith	2:1	

## Materials Checklist (continued)

Module 2 Trade Books	Ratio	Qty.
<input type="checkbox"/> <i>Buzzing with Questions: The Inquisitive Mind of Charles Henry Turner</i> , Janice N. Harrington and Theodore Taylor III	4:1	
<input type="checkbox"/> <i>Dear Treefrog</i> , Joyce Sidman and Diana Sudyka	4:1	
<input type="checkbox"/> <i>Elephant Talk</i> , Catherine Schmidt (Geodes)	4:1	
<input type="checkbox"/> <i>Feathers: Not Just for Flying</i> , Melissa Stewart and Sarah S. Brannen	2:1	
<input type="checkbox"/> <i>Me ... Jane</i> , Patrick McDonnell	4:1	
<input type="checkbox"/> <i>Rabbit or Hare?</i> Mamie Goodson and Rebecca Trahan (Geodes)	4:1	
<input type="checkbox"/> <i>Seven Blind Mice</i> , Ed Young	2:1	
<input type="checkbox"/> <i>Thorny Devil</i> , Marya Myers (Geodes)	4:1	
<input type="checkbox"/> <i>What Do You Do with a Tail Like This?</i> Steve Jenkins and Robin Page	2:1	
Module 3 Trade Books	Ratio	Qty.
<input type="checkbox"/> <i>The Boy Who Harnessed the Wind</i> , William Kamkwamba, Bryan Mealer, and Elizabeth Zunon	2:1	
<input type="checkbox"/> <i>Brave Irene</i> , William Steig	2:1	
<input type="checkbox"/> <i>Energy Island: How One Community Harnessed the Wind and Changed Their World</i> , Allan Drummond	2:1	
<input type="checkbox"/> <i>Feel the Wind</i> , Arthur Dorros	2:1	
<input type="checkbox"/> <i>Gilberto and the Wind</i> , Marie Hall Ets	2:1	
<input type="checkbox"/> <i>Kite Messengers</i> , Jennifer Marin and Christopher Cyr (Geodes)	4:1	
<input type="checkbox"/> <i>Wild Is the Wind</i> , Grahame Baker-Smith	2:1	
Module 4 Trade Books	Ratio	Qty.
<input type="checkbox"/> <i>Beginner's World Atlas</i> , National Geographic Kids	4:1	
<input type="checkbox"/> <i>Cinderella, or The Little Glass Slipper</i> , Charles Perrault and Marcia Brown	2:1	
<input type="checkbox"/> <i>The Girl and the Wolf</i> , Katherena Vermette and Julie Flett	2:1	
<input type="checkbox"/> <i>The Lizard and the Sun/La Lagartija y el Sol</i> , Alma Flor Ada and Felipe Dávalos	2:1	
<input type="checkbox"/> <i>Lon Po Po: A Red-Riding Hood Story from China</i> , Ed Young	2:1	

## Really Great Reading, Grade 1

- Teacher Guide** (print, two books per teacher)
- Primary Student Workbooks** (print, two per student)
- Blast Student Kit** (12 kits)
- Blast Online** (teacher digital access)
- Student Reading Playground** (student digital access)

If you do not have the anticipated number of texts needed, reach out to your site contact.

\*Geodes are published by Great Minds PBC and can be used with any reading foundations program. Geodes was originally created in association with Wilson Language Training.