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Founded in 2007, Great Minds PBC has evolved from an education advocacy start-up to a respected curriculum developer providing the highest-quality materials and professional development to schools and districts nationwide. In pursuit of its goal of raising expectations for every student, Great Minds© enlists educators to write curricula based on proven learning strategies to reward students' natural curiosity, build knowledge, and cultivate lifelong critical-thinking skills. Writing teams collaborate to ensure a consistent structure and vision for learning within and across all grade levels. We are pleased to bring you our newest kindergarten through grade level 8 English language arts (ELA) offering, *Arts & Letters*™.

*Arts & Letters* students engage with high-quality texts to explore science and social studies topics, literature, and fine art. By studying topics in depth, students build knowledge of the lived experiences of others and learn how a deeper knowledge of those experiences can change the world. The text-based lessons build strong readers, writers, and communicators through effective use

of grammar and vocabulary. All students read and discuss grade-level texts, and the curriculum provides guidance for supporting all learners at key moments in the lessons.

There are four topic-driven modules for each grade level in *Arts & Letters*. The modules last between six and eight weeks and contain approximately 40 lessons. The core of each module is a selection of literary works, informational texts, and visual art. All modules integrate reading, writing, speaking, listening, and language instruction.

*Arts & Letters* was intentionally designed to be implemented alongside a high-quality, research-based foundational skills program. With strategic placement of supplemental materials, students can successfully achieve the proficiencies of Alaska standards while benefiting from the rich texts and knowledge-building of *Arts & Letters*. A detailed alignment analysis between Alaska standards and *Arts & Letters* follows.

## Language

### Conventions of Standard English

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Level 2, Module 1, Lessons 11, 12, 13, 14, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 7, 12, 15, 16, 17, 19, 20, 21, 22, 26, 30, 31, 36, 37</p> <p>Level 2, Module 3, Lessons 6, 7, 8, 11, 13, 14, 17, 18, 23, 25, 30, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 6, 8, 9, 11, 14, 16, 18, 19, 25, 26, 27, 28, 32, 33</p>
<p><b>L.2.1.a</b> Use collective nouns (e.g., group).</p>	<p>Level 2, Module 2, Lessons 15, 19, 20, 26, 30, 31, 36, 37</p>
<p><b>L.2.1.b</b> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>	<p>Level 2, Module 2, Lessons 16, 19, 20, 26, 30, 31, 36, 37</p>
<p><b>L.2.1.c</b> Use reflexive pronouns (e.g., myself, ourselves).</p>	<p>Level 2, Module 3, Lessons 8, 11, 25</p>
<p><b>L.2.1.d</b> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>	<p>Level 2, Module 2, Lessons 20, 22, 26, 36, 37</p>
<p><b>L.2.1.e</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Level 2, Module 3, Lessons 14, 17, 23, 25, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 8, 9, 14, 18, 19, 25, 26, 32, 33</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.2.1.f</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<p>Level 2, Module 1, Lessons 11, 12, 13, 14, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 7, 12, 15, 17, 19, 21, 22, 26, 31</p> <p>Level 2, Module 3, Lessons 6, 7, 8, 11, 13, 18, 25, 30, 35</p> <p>Level 2, Module 4, Lessons 6, 9, 11, 16, 19, 27, 28, 32</p>
<p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Level 2, Module 1, Lessons 26, 27, 28, 31, 32, 33, 37, 38</p> <p>Level 2, Module 2, Lessons 21, 26, 30, 31, 36, 37</p> <p>Level 2, Module 3, Lessons 10, 11, 12, 13, 18, 21, 24, 25, 28, 35, 36</p> <p>Level 2, Module 4, Lessons 12, 14, 15, 18, 19, 25, 26, 32, 33, 37</p>
<p><b>L.2.2.a</b> Capitalize holidays, product names, and geographic names.</p>	<p>Level 2, Module 2, Lessons 21, 26, 30, 31, 36, 37</p>
<p><b>L.2.2.b</b> Use commas in greetings and closing of letters.</p>	<p>Level 2, Module 4, Lessons 12, 14</p>
<p><b>L.2.2.c</b> Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>Level 2, Module 3, Lesson 21</p> <p>Level 2, Module 4, Lesson 15</p>
<p><b>L.2.2.d</b> Generalize learned spelling patterns when writing words (e.g., cage ,Üí badge; boy ,Üí boil).</p>	<p>Level 2, Module 1, Lessons 26, 27, 28, 31, 32, 33, 37, 38</p> <p>Level 2, Module 3, Lessons 10, 11, 12, 13, 18, 24, 25, 28, 35, 36</p> <p>Level 2, Module 4, Lessons 14, 18, 19, 25, 26, 32, 33, 37</p>
<p><b>L.2.2.e</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Level 2, Module 3, Lessons 13, 25, 36</p>

**Language****Knowledge of Language**

<b>Alaska Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Level 2, Module 3, Lessons 29, 30, 31, 35 Level 2, Module 4, Lessons 15, 38
<b>L.2.3.a</b> Compare formal and informal uses of English.	Level 2, Module 3, Lessons 29, 30, 31, 35 Level 2, Module 4, Lessons 15, 38

**Language****Vocabulary Acquisition and Use**

<b>Alaska Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	Level 2, Module 1, Lessons 3, 4, 9, 15, 29, 31 Level 2, Module 2, Lessons 2, 3, 10, 11, 16, 18, 21, 24, 29 Level 2, Module 3, Lessons 3, 9, 10, 11, 13, 16, 18, 22, 23 Level 2, Module 4, Lessons 4, 7, 8, 13, 16, 17, 22, 23, 25, 26, 32
<b>L.2.4.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.	Level 2, Module 1, Lessons 3, 4, 15, 29, 31 Level 2, Module 2, Lessons 2, 10, 11, 16, 18 Level 2, Module 3, Lessons 3, 9, 10, 11, 13, 16, 22, 23 Level 2, Module 4, Lessons 7, 8, 13, 23, 26
<b>L.2.4.b</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	Level 2, Module 2, Lessons 3, 21, 24 Level 2, Module 3, Lessons 3, 18, 22 Level 2, Module 4, Lessons 17, 22, 25

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.2.4.c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	<p>Level 2, Module 1, Lesson 9 Level 2, Module 2, Lesson 21 Level 2, Module 3, Lessons 13, 18, 22 Level 2, Module 4, Lessons 23, 32</p>
<p><b>L.2.4.d</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	<p>Level 2, Module 2, Lesson 29 Level 2, Module 4, Lessons 4, 16, 26</p>
<p><b>L.2.4.e</b> Use glossaries and beginning picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Level 2, Module 2, Lesson 10 Level 2, Module 4, Lesson 26</p>
<p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Level 2, Module 1, Lesson 10 Level 2, Module 2, Lessons 23, 29 Level 2, Module 3, Lessons 10, 11 Level 2, Module 4, Lessons 7, 9, 16, 32</p>
<p><b>L.2.5.a</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p>Level 2, Module 1, Lesson 10 Level 2, Module 2, Lesson 29 Level 2, Module 3, Lessons 10, 11 Level 2, Module 4, Lessons 7, 32</p>
<p><b>L.2.5.b</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>Level 2, Module 2, Lesson 23 Level 2, Module 4, Lessons 7, 9, 16</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>Level 2, Module 1, Lessons 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 2, 3, 6, 7, 8, 10, 11, 12, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37</p> <p>Level 2, Module 3, Lessons 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 16, 17, 18, 22, 23, 24, 25, 27, 28, 29, 30, 31, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 3, 4, 5, 6, 7, 8, 10, 11, 13, 14, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 38</p>

## Reading: Foundational Skills

### Phonics and Word Recognition

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program. <i>Arts &amp; Letters</i> intentionally does not address most foundational skills within core materials for grade levels K–2. Some exceptions include morphology instruction, which occurs throughout K–2, and fluency instruction, which begins in grade level 2. <i>Geodes</i>®, our accessible and information-rich books for emerging and developing readers, provide students with additional opportunities to apply their growing decoding skills while building knowledge on topics that align with <i>Arts &amp; Letters</i> modules.</p>
<p><b>RF.2.3.a</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>RF.2.3.b</b> Know spelling-sound correspondences for additional common vowel teams.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<b>RF.2.3.c</b> Decode regularly spelled two-syllable words with long vowels.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>RF.2.3.d</b> Decode words with common prefixes and suffixes.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>RF.2.3.e</b> Identify words with inconsistent but common spelling-sound correspondences.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>RF.2.3.f</b> Recognize and read grade-appropriate irregularly spelled words.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.

## Reading: Foundational Skills

### Fluency

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.	Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 37, 38 Level 2, Module 2, Lessons 8, 9, 10, 11, 15, 35, 36, 37 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 8, 11, 35, 36 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 26, 37
<b>RF.2.4.a</b> Read on-level text with purpose and understanding.	Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 37, 38 Level 2, Module 2, Lessons 8, 9, 10, 11, 15, 35, 36, 37 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 8, 11, 35, 36 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 26, 37

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RF.2.4.b</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 37, 38                      Level 2, Module 2, Lessons 8, 9, 10, 11, 15, 35, 36, 37                      Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 8, 11, 35, 36                      Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 26, 37</p>
<p><b>RF.2.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Level 2, Module 1, Lessons 2, 6                      Level 2, Module 2, Lessons 8, 37                      Level 2, Module 3, Lessons 2, 6                      Level 2, Module 4, Lessons 2, 6</p>

## Reading: Informational Text

### Key Ideas and Details

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RI.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text.</p>	<p>Level 2, Module 1, Lessons 6, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 33, 35, 36                      Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 31, 34                      Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 16, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34                      Level 2, Module 4, Lessons 6, 11, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>
<p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>Level 2, Module 1, Lessons 26, 36                      Level 2, Module 2, Lessons 6, 9, 16, 17, 18, 20, 25, 28, 34                      Level 2, Module 3, Lessons 9, 12, 24, 29, 34                      Level 2, Module 4, Lessons 23, 25, 31, 36</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RI.2.3</b></p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Level 2, Module 1, Lessons 13, 14, 15, 25, 27</p> <p>Level 2, Module 2, Lessons 3, 4, 7, 11, 12, 17, 21, 24, 25, 26</p> <p>Level 2, Module 3, Lessons 3, 4, 5, 6, 22, 24, 27, 29, 30</p> <p>Level 2, Module 4, Lessons 23, 24, 29, 33</p>

## Reading: Informational Text

### Craft and Structure

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RI.2.4</b></p> <p>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>Level 2, Module 1, Lesson 15</p> <p>Level 2, Module 2, Lessons 2, 8, 10, 11, 16, 18, 21</p> <p>Level 2, Module 3, Lessons 3, 9, 13, 22, 23, 27, 28</p> <p>Level 2, Module 4, Lessons 11, 23, 25, 26, 29</p>
<p><b>RI.2.5</b></p> <p>Know and use various text features (e.g., captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>Level 2, Module 1, Lessons 25, 26</p> <p>Level 2, Module 2, Lessons 4, 5, 7, 9, 10, 27, 31</p> <p>Level 2, Module 3, Lessons 28, 30</p> <p>Level 2, Module 4, Lessons 23, 24, 26, 29, 30, 32</p>
<p><b>RI.2.6</b></p> <p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Level 2, Module 2, Lesson 18</p> <p>Level 2, Module 3, Lessons 3, 7, 12</p> <p>Level 2, Module 4, Lessons 29, 31, 33</p>

**Reading: Informational Text**

## Integration of Knowledge and Ideas

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RI.2.7</b></p> <p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Level 2, Module 1, Lessons 13, 14, 15, 25, 26, 27</p> <p>Level 2, Module 2, Lessons 3, 4, 5, 11</p> <p>Level 2, Module 3, Lessons 4, 23, 27</p> <p>Level 2, Module 4, Lessons 29, 33</p>
<p><b>RI.2.8</b></p> <p>Describe how reasons given support specific opinions the author states in a text.</p>	<p>Level 2, Module 3, Lesson 28</p> <p>Level 2, Module 4, Lessons 24, 30</p>
<p><b>RI.2.9</b></p> <p>Compare and contrast the most important points presented by two texts or related topics (e.g., a book about polar bears and a book about black bears).</p>	<p>Level 2, Module 2, Lessons 19, 26</p> <p>Level 2, Module 3, Lessons 4, 7, 31</p> <p>Level 2, Module 4, Lesson 33</p>

**Reading: Informational Text**

## Range of Reading and Level of Text Complexity

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RI.2.10</b></p> <p>By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.</p>	<p>Level 2, Module 1, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 33, 35, 36</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 31, 33, 34</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34</p> <p>Level 2, Module 4, Lessons 6, 11, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>

**Reading: Literature****Key Ideas and Details**

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.2.1</b></p> <p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 7, 8, 9, 10, 11, 17, 18, 19, 20, 23, 29, 30, 31, 32, 33, 36</p> <p>Level 2, Module 2, Lessons 23, 27, 28, 29, 30, 33, 34</p> <p>Level 2, Module 3, Lessons 10, 11, 14, 15, 16, 17, 18, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 36</p>
<p><b>RL.2.2</b></p> <p>Retell stories, including fables and folktales from diverse cultures, and determine the author’s purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral.</p>	<p>Level 2, Module 1, Lessons 4, 5, 8, 10, 18, 20, 30, 32, 36</p> <p>Level 2, Module 2, Lessons 20, 23, 28, 30, 34</p> <p>Level 2, Module 3, Lessons 17, 34</p> <p>Level 2, Module 4, Lessons 3, 5, 8, 10, 13, 16, 18, 36</p>
<p><b>RL.2.3</b></p> <p>Describe how characters in a story, play or poem respond to major events, problems, and challenges.</p>	<p>Level 2, Module 1, Lessons 9, 18, 19, 20, 30, 31, 32</p> <p>Level 2, Module 2, Lessons 23, 29, 30</p> <p>Level 2, Module 3, Lessons 15, 16, 17</p> <p>Level 2, Module 4, Lessons 3, 4, 5, 8, 10, 13, 16, 17</p>

**Reading: Literature****Craft and Structure**

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.2.4</b></p> <p>Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind.</p>	<p>Level 2, Module 1, Lessons 4, 19, 31</p> <p>Level 2, Module 3, Lessons 10, 11</p> <p>Level 2, Module 4, Lessons 9, 17</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.2.5</b></p> <p>Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved.</p>	<p>Level 2, Module 2, Lesson 28</p> <p>Level 2, Module 3, Lesson 15</p> <p>Level 2, Module 4, Lessons 3, 13, 17</p>
<p><b>RL.2.6</b></p> <p>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Level 2, Module 3, Lesson 16</p> <p>Level 2, Module 4, Lessons 4, 8, 17</p>

## Reading: Literature

### Integration of Knowledge and Ideas

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.2.7</b></p> <p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (e.g., problem-solution; chronology).</p>	<p>Level 2, Module 1, Lessons 8, 9, 11, 18, 30, 33</p> <p>Level 2, Module 2, Lessons 23, 29</p> <p>Level 2, Module 4, Lessons 3, 4, 9, 17</p>
<p><b>RL.2.8</b></p> <p>(Not applicable to literature)</p>	
<p><b>RL.2.9</b></p> <p>Compare and contrast two or more versions of the same story/text (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Level 2, Module 4, Lessons 11, 18, 19</p>

## Reading: Literature

### Range of Reading and Level of Complexity

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.2.10</b></p> <p>By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 17, 18, 19, 20, 23, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 27, 28, 29, 30, 34</p> <p>Level 2, Module 3, Lessons 14, 15, 16, 17, 18, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 36</p>

## Speaking and Listening

### Comprehension and Collaboration

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.2.1</b></p> <p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 34, 35</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 16, 17, 18, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p>

2 | Alaska English/Language Arts Content Standards Correlation to *Arts & Letters*

<p><b>SL.2.1.a</b></p> <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 34, 35</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 16, 17, 18, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p>
<p><b>SL.2.1.b</b></p> <p>Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>Level 2, Module 3, Lessons 14, 17, 21, 24, 29, 34</p> <p>Level 2, Module 4, Lessons 18, 31, 36</p>
<p><b>SL.2.1.c</b></p> <p>Ask for clarification and further explanation as needed about the topics and texts under discussions.</p>	<p>Level 2, Module 4, Lessons 5, 31, 36</p>
<p><b>SL.2.2</b></p> <p>Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 33, 34</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 24, 25, 26, 27, 28, 29, 30, 33, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>
<p><b>SL.2.3</b></p> <p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>Level 2, Module 4, Lessons 10, 31, 36</p>

**Speaking and Listening****Presentation of Knowledge and Ideas**

<b>Alaska Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>SL.2.4</b></p> <p>Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Level 2, Module 1, Lessons 5, 10, 20, 32, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 6, 12, 17, 19, 23, 25, 26, 30, 34, 36, 37</p> <p>Level 2, Module 3, Lessons 11, 12, 17, 18, 24, 29, 30, 31, 34, 35</p> <p>Level 2, Module 4, Lessons 5, 10, 14, 18, 24, 25, 27, 30, 31, 32, 36, 38</p>
<p><b>SL.2.5</b></p> <p>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Level 2, Module 3, Lessons 28, 29, 30, 31</p> <p>Level 2, Module 4, Lessons 27, 36, 37, 38</p>
<p><b>SL.2.6</b></p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Level 2, Module 1, Lessons 5, 10, 20, 32, 36, 38</p> <p>Level 2, Module 2, Lessons 6, 25, 30, 34</p> <p>Level 2, Module 3, Lessons 12, 17, 24, 29, 30, 31, 34, 35</p> <p>Level 2, Module 4, Lessons 5, 10, 18, 31, 36, 38</p>

**Writing****Text Types and Purposes**

<b>Alaska Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>W.2.1</b></p> <p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion.</p>	<p>Level 2, Module 4, Lessons 11, 12, 13, 14, 16, 17, 18, 19, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.2.2</b></p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or one or more concluding sentences that emphasize their most important point or focus.</p>	<p>Level 2, Module 2, Lessons 11, 12, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 35, 36, 37</p> <p>Level 2, Module 3, Lessons 9, 10, 11, 12, 13, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 34, 35, 36</p>
<p><b>W.2.3</b></p> <p>Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.</p>	<p>Level 2, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>

## Writing

### Production and Distribution of Writing

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.2.4</b></p> <p>(Begins in grade 3)</p>	
<p><b>W.2.5</b></p> <p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing.</p>	<p>Level 2, Module 1, Lessons 21, 28, 33, 38</p> <p>Level 2, Module 2, Lessons 20, 26, 31, 37</p> <p>Level 2, Module 3, Lessons 12, 13, 17, 23, 25, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 14, 19, 26, 33, 37</p>
<p><b>W.2.6</b></p> <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Level 2, Module 3, Lesson 28</p> <p>Level 2, Module 4, Lessons 27, 36, 37</p>

## Writing

### Research to Build and Present Knowledge

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.2.7</b></p> <p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or visual or oral presentation; record data from science observations).</p>	<p>Level 2, Module 1, Lessons 11, 16, 21, 28, 33, 36</p> <p>Level 2, Module 2, Lessons 7, 11, 12, 17, 18, 19, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36</p> <p>Level 2, Module 3, Lessons 6, 7, 9, 10, 11, 12, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 6, 11, 13, 14, 16, 17, 18, 19, 23, 24, 25, 27, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p><b>W.2.8</b></p> <p>Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Level 2, Module 1, Lessons 3, 6, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 21, 22, 23, 24, 26, 27, 28, 29, 31, 34, 35</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37</p>
<p><b>W.2.9</b></p> <p>(Begins in grade 4)</p>	

## Writing

### Range of Writing

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.2.10</b></p> <p>(Begins in grade 3)</p>	