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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.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Level 4, Module 1, Lessons 6, 14, 15, 17, 18, 19, 21, 22, 23, 25, 27, 28, 29, 33, 37, 38, 39</p> <p>Level 4, Module 2, Lessons 7, 20, 24, 26, 33, 34, 35, 37, 38</p> <p>Level 4, Module 3, Lessons 8, 16, 19, 20, 21, 28, 33, 37, 38, 39</p> <p>Level 4, Module 4, Lessons 6, 7, 10, 16, 21, 23, 30, 33</p>
<p><b>L.4.1.a</b> Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English.</p>	<p>Level 4, Module 1, Lessons 22, 23, 25, 27, 28, 29, 33, 37, 38, 39</p> <p>Level 4, Module 4, Lesson 10</p>
<p><b>L.4.1.b</b> Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p>	<p>Level 4, Module 3, Lesson 33</p> <p>Level 4, Module 4, Lesson 6</p>
<p><b>L.4.1.c</b> Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p>	<p>Level 4, Module 3, Lessons 8, 19, 20, 21, 37, 38, 39</p>
<p><b>L.4.1.d</b> Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>	<p>Level 4, Module 2, Lessons 24, 26, 33, 35, 37, 38</p>
<p><b>L.4.1.e</b> Form and use prepositional phrases.</p>	<p>Level 4, Module 2, Lesson 34</p> <p>Level 4, Module 4, Lesson 21</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.4.1.f</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>Level 4, Module 1, Lessons 6, 14, 15, 17, 18, 19, 21, 23, 25, 27, 28, 29, 33, 37, 38, 39 Level 4, Module 2, Lessons 7, 20, 34 Level 4, Module 3, Lessons 8, 16, 21, 28, 33 Level 4, Module 4, Lessons 7, 10, 16, 21, 30</p>
<p><b>L.4.1.g</b> Correctly use frequently confused words (e.g., to, too, two, there, their).</p>	<p>Level 4, Module 4, Lessons 23, 33</p>
<p><b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Level 4, Module 1, Lessons 14, 15, 17, 18, 19, 21, 27, 28, 29, 37, 38, 39 Level 4, Module 2, Lessons 13, 14, 15, 18, 25, 26, 33, 35, 37, 38 Level 4, Module 3, Lessons 10, 12, 13, 14, 16, 19, 20, 21, 37, 38, 39 Level 4, Module 4, Lessons 23, 26, 27</p>
<p><b>L.4.2.a</b> Use correct capitalization.</p>	<p>Level 4, Module 1, Lessons 14, 15, 17, 18, 19, 21, 27, 28, 29, 37, 38, 39 Level 4, Module 2, Lessons 13, 14, 15, 18, 26, 33, 35, 37, 38 Level 4, Module 4, Lessons 26, 27</p>
<p><b>L.4.2.b</b> Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>Level 4, Module 2, Lessons 18, 25, 26, 33, 35, 37, 38 Level 4, Module 3, Lessons 10, 12, 13, 14, 37, 38, 39</p>
<p><b>L.4.2.c</b> Use a comma before a coordinating conjunction in a compound sentence.</p>	<p>Level 4, Module 1, Lessons 14, 21 Level 4, Module 3, Lessons 16, 19, 20, 21, 37, 38, 39 Level 4, Module 4, Lesson 23</p>

<p><b>L.4.2.d</b> Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Level 4, Module 1, Lessons 14, 15, 17, 18, 19 Level 4, Module 2, Lessons 13, 14, 15, 18, 26, 33, 35, 37, 38 Level 4, Module 3, Lessons 12, 13, 14, 19, 20, 21, 37, 38, 39</p>
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## Language

### Knowledge of Language

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Level 4, Module 2, Lessons 19, 20, 23, 25, 26, 33, 35, 37, 38 Level 4, Module 4, Lessons 35, 36</p>
<p><b>L.4.3.a</b> Choose words and phrases to convey ideas precisely.</p>	<p>Level 4, Module 2, Lessons 19, 20, 23, 26, 33, 35, 37, 38</p>
<p><b>L.4.3.b</b> Choose punctuation for effect.</p>	<p>Level 4, Module 2, Lessons 25, 26, 33, 35, 37, 38</p>
<p><b>L.4.3.c</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>Level 4, Module 4, Lessons 35, 36</p>

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

<b>Alaska Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>L.4.4</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	<p>Level 4, Module 1, Lessons 7, 12, 16, 22, 23, 24, 31, 35</p> <p>Level 4, Module 2, Lessons 2, 6, 12, 22, 36</p> <p>Level 4, Module 3, Lessons 2, 3, 6, 9, 10, 15, 17, 18, 20, 23, 30, 35</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 8, 9, 12, 23, 25, 28, 30, 37, 39</p>
<p><b>L.4.4.a</b></p> <p>Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>Level 4, Module 1, Lessons 7, 12, 16, 23, 24, 31, 35</p> <p>Level 4, Module 2, Lessons 2, 6, 12, 22, 36</p> <p>Level 4, Module 3, Lessons 2, 6, 9, 15, 17, 20, 23, 30, 35</p> <p>Level 4, Module 4, Lessons 3, 4, 5, 8, 12, 23, 25, 28, 30, 37, 39</p>
<p><b>L.4.4.b</b></p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p>Level 4, Module 1, Lessons 7, 12, 16, 31, 35</p> <p>Level 4, Module 2, Lessons 6, 12, 22, 36</p> <p>Level 4, Module 3, Lessons 17, 23, 35</p> <p>Level 4, Module 4, Lessons 4, 8, 23, 25, 30, 39</p>
<p><b>L.4.4.c</b></p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Level 4, Module 1, Lesson 22</p> <p>Level 4, Module 3, Lessons 3, 10, 18</p> <p>Level 4, Module 4, Lessons 2, 9, 25</p>
<p><b>L.4.5</b></p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Level 4, Module 1, Lessons 4, 9, 11, 12, 13, 24</p> <p>Level 4, Module 2, Lessons 15, 28</p> <p>Level 4, Module 3, Lessons 2, 5, 12, 13, 25</p> <p>Level 4, Module 4, Lessons 5, 6, 8, 9, 18, 28, 29, 37</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.4.5.a</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>	<p>Level 4, Module 1, Lessons 9, 11, 12, 13 Level 4, Module 2, Lessons 15, 28 Level 4, Module 3, Lessons 2, 5 Level 4, Module 4, Lessons 5, 6, 8, 28, 29</p>
<p><b>L.4.5.b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>Level 4, Module 1, Lesson 4 Level 4, Module 3, Lesson 13 Level 4, Module 4, Lessons 5, 9, 37</p>
<p><b>L.4.5.c</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Level 4, Module 1, Lesson 24 Level 4, Module 3, Lessons 12, 25 Level 4, Module 4, Lesson 18</p>
<p><b>L.4.6</b> Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>Level 4, Module 1, Lessons 3, 4, 5, 6, 7, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39 Level 4, Module 2, Lessons 2, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38 Level 4, Module 3, Lessons 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 26, 27, 28, 30, 31, 32, 33, 35, 36, 37, 38, 39 Level 4, Module 4, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 12, 16, 18, 20, 21, 23, 28, 29, 30, 32, 33, 37</p>

## Reading: Foundational Skills

### Phonics and Word Recognition

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 16, 18, 19, 23, 24, 31, 32, 35</p> <p>Level 4, Module 2, Lessons 2, 3, 5, 6, 7, 10, 12, 17, 18, 19, 20, 22, 24, 26, 28, 29, 36</p> <p>Level 4, Module 3, Lessons 2, 4, 6, 7, 9, 10, 12, 14, 15, 17, 18, 19, 23, 25, 29, 30, 35</p> <p>Level 4, Module 4, Lessons 3, 4, 5, 7, 8, 12, 15, 18, 19, 23, 27, 28</p>
<p><b>RF.4.3.a</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 16, 18, 19, 23, 24, 31, 32, 35</p> <p>Level 4, Module 2, Lessons 2, 3, 5, 6, 7, 10, 12, 17, 18, 19, 20, 22, 24, 26, 28, 29, 36</p> <p>Level 4, Module 3, Lessons 2, 4, 6, 7, 9, 10, 12, 14, 15, 17, 18, 19, 23, 25, 29, 30, 35</p> <p>Level 4, Module 4, Lessons 3, 4, 5, 7, 8, 12, 15, 18, 19, 23, 27, 28</p>

## Reading: Foundational Skills

### Fluency

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 5, 6, 31</p> <p>Level 4, Module 2, Lessons 2, 3, 4, 5, 25, 28, 38</p> <p>Level 4, Module 3, Lessons 10, 11, 12, 13, 16</p> <p>Level 4, Module 4, Lessons 3, 4, 5, 6, 7</p>

<p><b>RF.4.4.a</b> Read on-level text with purpose and understanding.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 5, 6, 31 Level 4, Module 2, Lessons 2, 3, 4, 5, 25, 28, 38 Level 4, Module 3, Lessons 10, 11, 12, 13, 16 Level 4, Module 4, Lessons 3, 4, 5, 6, 7</p>
<p><b>RF.4.4.b</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 5, 6, 31 Level 4, Module 2, Lessons 2, 3, 4, 5, 25, 28, 38 Level 4, Module 3, Lessons 10, 11, 12, 13, 16 Level 4, Module 4, Lessons 3, 4, 5, 6, 7</p>
<p><b>RF.4.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Level 4, Module 1, Lessons 2, 6 Level 4, Module 2, Lessons 2, 5, 38 Level 4, Module 3, Lessons 10, 16 Level 4, Module 4, Lesson 3</p>

## Reading: Informational Text

### Key Ideas and Details

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RI.4.1</b> Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p>	<p>Level 4, Module 1, Lessons 8, 9, 10, 11, 12, 13, 14, 16, 20, 22, 23, 24, 25, 32, 33, 36 Level 4, Module 2, Lessons 2, 3, 5, 6, 7, 22 Level 4, Module 3, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 15, 16, 17, 18, 19, 20, 21, 23, 28, 30, 31, 32, 33, 36, 37 Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 27, 28, 30, 37, 39</p>

<p><b>RI.4.2</b></p> <p>Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.</p>	<p>Level 4, Module 1, Lessons 8, 10, 13, 23, 36</p> <p>Level 4, Module 3, Lessons 4, 20, 30, 32, 36</p> <p>Level 4, Module 4, Lessons 7, 13, 20, 37</p>
<p><b>RI.4.3</b></p> <p>Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>Level 4, Module 1, Lessons 8, 9, 10, 11, 12, 13</p> <p>Level 4, Module 3, Lessons 2, 4, 5, 9, 19, 30</p> <p>Level 4, Module 4, Lessons 2, 4, 5, 6, 8, 11, 15, 16, 17, 18, 19, 20, 22, 23</p>

## Reading: Informational Text

### Craft and Structure

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RI.4.4</b></p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>Level 4, Module 1, Lessons 7, 9, 13, 24</p> <p>Level 4, Module 2, Lessons 2, 6</p> <p>Level 4, Module 3, Lessons 2, 5, 9, 17, 30</p> <p>Level 4, Module 4, Lessons 3, 4, 5, 6, 8, 9, 12, 37</p>
<p><b>RI.4.5</b></p> <p>Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>Level 4, Module 4, Lessons 2, 4, 11, 12</p>
<p><b>RI.4.6</b></p> <p>Determine author's purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Level 4, Module 3, Lessons 6, 7, 20, 31</p> <p>Level 4, Module 4, Lesson 22</p>

**Reading: Informational Text****Integration of Knowledge and Ideas**

<b>Alaska Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>RI.4.7</b></p> <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>Level 4, Module 1, Lessons 9, 11, 12, 20</p> <p>Level 4, Module 2, Lesson 6</p> <p>Level 4, Module 4, Lessons 2, 13, 16</p>
<p><b>RI.4.8</b></p> <p>Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Level 4, Module 2, Lesson 6</p> <p>Level 4, Module 3, Lesson 18</p> <p>Level 4, Module 4, Lessons 7, 22</p>
<p><b>RI.4.9</b></p> <p>Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.</p>	<p>Level 4, Module 3, Lesson 8</p> <p>Level 4, Module 4, Lessons 16, 23, 28, 30</p>

**Reading: Informational Text****Range of Reading and Level of Text Complexity**

<b>Alaska Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>RI.4.10</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 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.</p>	<p>Level 4, Module 1, Lessons 7, 8, 9, 10, 11, 12, 13, 14, 16, 20, 22, 23, 24, 25, 32, 33, 36</p> <p>Level 4, Module 2, Lessons 2, 3, 5, 6, 7, 22</p> <p>Level 4, Module 3, Lessons 2, 3, 4, 5, 6, 8, 9, 10, 15, 16, 17, 18, 19, 20, 21, 23, 28, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 37, 39</p>

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

<b>Alaska Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>RL.4.1</b></p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Level 4, Module 1, Lessons 3, 4, 5, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 4, Module 2, Lessons 3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37</p> <p>Level 4, Module 3, Lessons 10, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 28, 29, 30, 31, 32, 35, 36, 37</p> <p>Level 4, Module 4, Lessons 14, 27, 28, 29, 37</p>
<p><b>RL.4.2</b></p> <p>Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.</p>	<p>Level 4, Module 1, Lessons 5, 28, 30, 32, 36</p> <p>Level 4, Module 2, Lessons 3, 4, 9, 10, 12, 14, 16, 17, 19, 23, 26, 27, 30, 33, 37</p> <p>Level 4, Module 3, Lessons 14, 27, 36</p> <p>Level 4, Module 4, Lessons 27, 29, 37</p>
<p><b>RL.4.3</b></p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>Level 4, Module 1, Lessons 31, 32</p> <p>Level 4, Module 2, Lessons 3, 4, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 23, 26, 27, 28, 29, 31, 33</p> <p>Level 4, Module 3, Lessons 12, 13, 25, 26</p> <p>Level 4, Module 4, Lessons 28, 29</p>

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

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.4.4</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, similes).</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address determining the meaning of imagery.</p> <p>Level 4, Module 1, Lessons 4, 31</p> <p>Level 4, Module 2, Lessons 5, 12, 15, 26, 28</p> <p>Level 4, Module 3, Lessons 13, 15</p> <p>Level 4, Module 4, Lesson 28</p>
<p><b>RL.4.5</b></p> <p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>Level 4, Module 1, Lessons 3, 4, 28</p> <p>Level 4, Module 2, Lessons 18, 24, 25</p> <p>Level 4, Module 3, Lesson 14</p>
<p><b>RL.4.6</b></p> <p>Compare and contrast the point of view from which different stories are narrated, including how the use of first or third person can change the way a reader might see characters or events described.</p>	<p>Level 4, Module 1, Lesson 29</p> <p>Level 4, Module 3, Lessons 11, 12, 15, 24, 29</p> <p>Level 4, Module 4, Lesson 14</p>

**Reading: Literature****Integration of Knowledge and Ideas**

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.4.7</b></p> <p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>Level 4, Module 2, Lessons 3, 4, 9, 24, 25, 32</p> <p>Level 4, Module 3, Lesson 11</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.4.8</b> (Not applicable to literature)</p>	
<p><b>RL.4.9</b> Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature.</p>	<p>Level 4, Module 2, Lessons 4, 32, 33</p>

## Reading: Literature

### Range of Reading and Level of Text Complexity

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.4.10</b> 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 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 5, 6, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 4, Module 2, Lessons 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37</p> <p>Level 4, Module 3, Lessons 7, 10, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 28, 30, 31, 32, 35, 36, 37</p>

**Speaking and Listening****Comprehension and Collaboration**

<b>Alaska Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>Level 4, Module 1, Lessons 2, 3, 5, 8, 9, 10, 11, 12, 13, 17, 19, 20, 21, 22, 23, 24, 31, 32, 33, 36</p> <p>Level 4, Module 2, Lessons 2, 3, 4, 5, 6, 8, 10, 12, 13, 14, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37</p> <p>Level 4, Module 3, Lessons 4, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 24, 25, 27, 28, 29, 30, 31, 32, 33, 36, 38</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 19, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32, 33, 37</p>
<p><b>SL.4.1.a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Level 4, Module 1, Lessons 3, 8, 11, 12, 13, 20, 31, 32, 33, 36</p> <p>Level 4, Module 2, Lessons 3, 4, 6, 12, 14, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37</p> <p>Level 4, Module 3, Lessons 6, 7, 9, 11, 12, 14, 15, 16, 18, 19, 24, 25, 27, 28, 29, 30, 31, 32, 36</p> <p>Level 4, Module 4, Lessons 2, 4, 6, 7, 9, 15, 19, 20, 21, 22, 23, 27, 28, 29, 30, 37</p>
<p><b>SL.4.1.b</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>Level 4, Module 1, Lessons 2, 3, 5, 8, 9, 10, 11, 12, 13, 17, 19, 20, 21, 22, 23, 24, 31, 32, 33, 36</p> <p>Level 4, Module 2, Lessons 2, 3, 4, 5, 6, 8, 10, 12, 13, 14, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37</p> <p>Level 4, Module 3, Lessons 4, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 24, 25, 27, 28, 29, 30, 31, 32, 33, 36, 38</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 19, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32, 33, 37</p>

<p><b>SL.4.1.c</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p>Level 4, Module 1, Lessons 13, 32, 36 Level 4, Module 2, Lessons 6, 19, 33, 37 Level 4, Module 3, Lessons 6, 14, 27, 32, 36 Level 4, Module 4, Lessons 20, 29, 37</p>
<p><b>SL.4.1.d</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>Level 4, Module 1, Lessons 13, 32, 36 Level 4, Module 2, Lessons 19, 33, 37 Level 4, Module 3, Lessons 6, 14, 27, 32, 36 Level 4, Module 4, Lessons 20, 29, 37</p>
<p><b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Level 4, Module 1, Lesson 9 Level 4, Module 2, Lessons 12, 14, 20, 23 Level 4, Module 3, Lessons 2, 4, 9, 15, 18, 30 Level 4, Module 4, Lessons 6, 13, 17, 21, 22, 27, 30</p>
<p><b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided).</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address using a graphic organizer to show connections between reasons given and support provided. Level 4, Module 3, Lessons 7, 16, 36</p>

## Speaking and Listening

### Presentation of Knowledge and Ideas

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.4.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Level 4, Module 1, Lessons 5, 13, 14, 17, 18, 20, 21, 22, 23, 25, 27, 28, 30, 32, 33, 36, 37, 38 Level 4, Module 2, Lessons 4, 10, 12, 16, 18, 19, 20, 24, 33, 34, 37 Level 4, Module 3, Lessons 4, 6, 8, 11, 13, 14, 16, 18, 19, 20, 21, 27, 28, 32, 36, 37, 39 Level 4, Module 4, Lessons 7, 10, 20, 21, 29, 32, 35, 36, 37</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.</p>	<p>Level 4, Module 2, Lessons 27, 28, 38, 39 Level 4, Module 4, Lessons 31, 33, 34, 35, 36</p>
<p><b>SL.4.6</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>Level 4, Module 1, Lessons 5, 13, 20, 32, 36 Level 4, Module 2, Lessons 19, 33, 37 Level 4, Module 3, Lessons 6, 14, 27, 32, 36 Level 4, Module 4, Lessons 6, 20, 29, 35, 36, 37</p>

## Writing

### Text Types and Purposes

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she ____).</p>	<p>Level 4, Module 3, Lessons 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 30, 31, 32, 36, 37, 38, 39</p>
<p><b>W.4.1.a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p>	<p>Level 4, Module 3, Lessons 12, 14, 16, 19, 21, 36, 37, 38, 39</p>
<p><b>W.4.1.b</b> Provide reasons that are supported by facts and details.</p>	<p>Level 4, Module 3, Lessons 10, 11, 12, 14, 17, 18, 19, 21, 30, 31, 32, 37, 38, 39</p>

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<p><b>W.4.1.c</b> Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>	<p>Level 4, Module 3, Lessons 12, 14, 19, 21, 37, 38, 39</p>
<p><b>W.4.1.d</b> Provide a concluding statement or section that reinforces or restates the opinion presented.</p>	<p>Level 4, Module 3, Lessons 13, 14, 20, 21, 37, 38, 39</p>
<p><b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Level 4, Module 1, Lessons 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 25, 26, 27, 28, 29, 32, 33, 34, 36, 37, 38, 39</p>
<p><b>W.4.2.a</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.</p>	<p>Level 4, Module 1, Lessons 14, 15, 17, 19, 20, 21, 27, 29, 36, 37, 39</p>
<p><b>W.4.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.</p>	<p>Level 4, Module 1, Lessons 12, 13, 14, 15, 25, 26, 27, 29, 32, 33, 34, 37, 39</p>
<p><b>W.4.2.c</b> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>	<p>Level 4, Module 1, Lessons 11, 14, 15, 27, 29, 37, 39</p>
<p><b>W.4.2.d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Level 4, Module 1, Lessons 14, 15, 27, 29, 37, 39</p>
<p><b>W.4.2.e</b> Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p>	<p>Level 4, Module 1, Lessons 18, 19, 28, 38, 39</p>

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

<p><b>W.4.3</b> Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).</p>	<p>Level 4, Module 2, Lessons 10, 11, 12, 13, 14, 15, 18, 19, 20, 23, 24, 25, 26, 30, 31, 32, 33, 35, 37, 38</p>
<p><b>W.4.3.a</b> Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>Level 4, Module 2, Lessons 10, 11, 12, 13, 14, 15, 30, 31, 32, 33, 35, 37, 38</p>
<p><b>W.4.3.b</b> Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p>	<p>Level 4, Module 2, Lessons 18, 19, 20, 24, 25, 26, 33, 35, 37, 38</p>
<p><b>W.4.3.c</b> Use a variety of transitional words and phrases to develop the sequence of events.</p>	<p>Level 4, Module 2, Lessons 13, 14, 15, 33, 35, 37, 38</p>
<p><b>W.4.3.d</b> Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely.</p>	<p>Level 4, Module 2, Lessons 19, 20, 23, 26, 33, 35, 37, 38</p>
<p><b>W.4.3.e</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Level 4, Module 2, Lessons 13, 14, 15, 33, 35, 37, 38</p>

## Writing

### Production and Distribution of Writing

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>Level 4, Module 1, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 32, 33, 34, 36, 37, 38, 39</p> <p>Level 4, Module 2, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 23, 24, 25, 26, 29, 30, 31, 32, 33, 35, 37, 38</p> <p>Level 4, Module 3, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 29, 30, 31, 32, 36, 37, 38, 39</p> <p>Level 4, Module 4, Lessons 8, 17, 18, 26, 31, 32, 33, 34</p>
<p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Level 4, Module 1, Lessons 11, 12, 13, 15, 19, 25, 26, 29, 32, 33, 34, 36, 37, 39</p> <p>Level 4, Module 2, Lessons 10, 11, 12, 14, 15, 18, 19, 20, 23, 24, 25, 26, 30, 31, 32, 38</p> <p>Level 4, Module 3, Lessons 6, 7, 10, 11, 14, 15, 16, 17, 18, 21, 30, 31, 32, 36, 37, 38, 39</p> <p>Level 4, Module 4, Lessons 31, 32, 33, 34</p>
<p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address using technology to locate information about topics.</p> <p>Level 4, Module 2, Lesson 38</p> <p>Level 4, Module 4, Lesson 33</p>

**Writing****Research to Build and Present Knowledge**

<b>Alaska Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>W.4.7</b></p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Level 4, Module 1, Lessons 12, 13, 14, 17, 18, 25, 26, 27, 32, 33, 34, 36, 37, 38, 39</p> <p>Level 4, Module 3, Lessons 6, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 30, 31, 32, 36, 37, 38, 39</p> <p>Level 4, Module 4, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36</p>
<p><b>W.4.8</b></p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 7, 8, 9, 10, 12, 13, 17, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 36, 37, 38, 39</p> <p>Level 4, Module 2, Lessons 2, 3, 4, 9, 10, 11, 12, 13, 14, 16, 18, 19, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33</p> <p>Level 4, Module 3, Lessons 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 26, 27, 28, 29, 30, 32, 34</p>
<p><b>W.4.9</b></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Level 4, Module 1, Lessons 12, 13, 14, 15, 25, 26, 27, 29, 32, 33, 34, 37, 39</p> <p>Level 4, Module 3, Lessons 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 30, 31, 32, 37, 38, 39</p>
<p><b>W.4.9.a</b></p> <p>Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p>	<p>Level 4, Module 1, Lessons 33, 34, 37, 39</p> <p>Level 4, Module 3, Lessons 30, 31, 32, 37, 38, 39</p>
<p><b>W.4.9.b</b></p> <p>Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).</p>	<p>Level 4, Module 1, Lessons 12, 13, 14, 15, 25, 26, 27, 29, 32, 33, 34, 37, 39</p> <p>Level 4, Module 3, Lessons 30, 31, 32, 37, 38, 39</p>

## Writing

### Range of Writing

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.4.10</b></p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Level 4, Module 1, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37, 38, 39</p> <p>Level 4, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 37, 38</p> <p>Level 4, Module 3, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 4, Module 4, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32, 33, 37</p>