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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.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Level 3, Module 1, Lessons 6, 7, 11, 13, 16, 17, 21, 22, 24, 28, 29, 33, 34, 36, 37, 38</p> <p>Level 3, Module 2, Lessons 4, 6, 7, 10, 11, 14, 18, 20, 21, 22, 26, 27, 28, 29, 32, 33, 37</p> <p>Level 3, Module 3, Lessons 6, 7, 10, 12, 15, 20, 22, 24, 26, 27, 33, 34, 35, 37, 38</p> <p>Level 3, Module 4, Lessons 4, 6, 7, 8, 11, 14, 17, 18, 24, 25, 29, 31, 33</p>
<p><b>L.3.1.a</b> Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.</p>	<p>Level 3, Module 1, Lesson 21</p> <p>Level 3, Module 2, Lesson 10</p> <p>Level 3, Module 3, Lessons 7, 15, 22, 27, 33</p> <p>Level 3, Module 4, Lessons 7, 8, 14, 17, 24</p>
<p><b>L.3.1.b</b> Form and use regular and irregular plural nouns.</p>	<p>Level 3, Module 2, Lessons 10, 18</p>
<p><b>L.3.1.c</b> Use abstract nouns (e.g., childhood).</p>	<p>Level 3, Module 1, Lessons 11, 13</p>
<p><b>L.3.1.d</b> Form and use regular and irregular verbs.</p>	<p>Level 3, Module 2, Lessons 11, 28</p>
<p><b>L.3.1.e</b> Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p>	<p>Level 3, Module 1, Lessons 34, 36</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.3.1.f</b> Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>Level 3, Module 4, Lessons 24, 29, 31, 33</p>
<p><b>L.3.1.g</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Level 3, Module 3, Lessons 22, 34, 35 Level 3, Module 4, Lesson 25</p>
<p><b>L.3.1.h</b> Use coordinating and subordinating conjunctions.</p>	<p>Level 3, Module 1, Lessons 11, 16, 22, 24, 29, 33, 37 Level 3, Module 2, Lessons 7, 14, 26, 32 Level 3, Module 3, Lessons 6, 10 Level 3, Module 4, Lessons 4, 14, 29</p>
<p><b>L.3.1.i</b> Produce simple, compound, and complex sentences.</p>	<p>Level 3, Module 1, Lessons 6, 7, 11, 13, 16, 17, 24, 28, 29, 33, 37, 38 Level 3, Module 2, Lessons 4, 6, 7, 11, 14, 20, 21, 22, 26, 27, 28, 29, 32, 33, 37 Level 3, Module 3, Lessons 6, 10, 12, 15, 20, 22, 24, 26, 27, 33, 37, 38 Level 3, Module 4, Lessons 6, 8, 11, 14, 18, 25, 29, 33</p>
<p><b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Level 3, Module 2, Lessons 15, 19 Level 3, Module 3, Lessons 11, 22, 23, 24, 26, 27, 33, 34, 35, 37, 38 Level 3, Module 4, Lessons 5, 7, 14, 15, 16, 17, 20, 21, 22, 23, 31, 32, 33</p>
<p><b>L.3.2.a</b> Capitalize appropriate words in titles.</p>	<p>Level 3, Module 4, Lessons 5, 14, 15, 17, 20, 21, 22, 23, 31, 32, 33</p>
<p><b>L.3.2.b</b> Use commas in addresses.</p>	<p>Level 3, Module 3, Lesson 27</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.3.2.c</b> Use commas and quotation marks in dialogue.</p>	Level 3, Module 3, Lessons 23, 24, 26, 33, 37, 38
<p><b>L.3.2.d</b> Form and use possessives.</p>	Level 3, Module 2, Lessons 15, 19
<p><b>L.3.2.e</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	Level 3, Module 3, Lessons 11, 22, 26, 34, 35, 37, 38 Level 3, Module 4, Lessons 7, 14, 15, 17, 23, 31, 32, 33
<p><b>L.3.2.f</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	Level 3, Module 4, Lessons 14, 15, 16, 17, 23, 31, 32, 33
<p><b>L.3.2.g</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</p>	Level 3, Module 3, Lessons 11, 26, 37, 38 Level 3, Module 4, Lessons 14, 15, 17, 23, 31, 32, 33

## Language

### Knowledge of Language

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	Level 3, Module 4, Lessons 14, 15, 17, 31, 32, 33, 36, 38, 39

<p><b>L.3.3.a</b> Choose words and phrases for effect.</p>	<p>Level 3, Module 4, Lessons 14, 15, 17, 31, 32, 33, 38, 39</p>
<p><b>L.3.3.b</b> Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Level 3, Module 4, Lesson 36</p>

## Language

### Vocabulary Acquisition and Use

<p><b>Alaska Standards</b></p>	<p><b>Aligned Components of <i>Arts &amp; Letters</i></b></p>
<p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>	<p>Level 3, Module 1, Lessons 3, 13, 14, 18, 21, 22, 27, 35                      Level 3, Module 2, Lessons 6, 11, 12, 16, 23, 28, 29, 30, 35                      Level 3, Module 3, Lessons 5, 7, 13, 18, 24, 25, 29                      Level 3, Module 4, Lessons 2, 4, 9, 12, 13, 16, 17, 18, 19, 35</p>
<p><b>L.3.4.a</b> Use a sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Level 3, Module 1, Lessons 14, 22, 27                      Level 3, Module 2, Lesson 30                      Level 3, Module 3, Lessons 25, 29                      Level 3, Module 4, Lessons 4, 12, 19</p>
<p><b>L.3.4.b</b> Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>	<p>Level 3, Module 1, Lessons 13, 21, 27                      Level 3, Module 2, Lessons 6, 11, 12, 23, 28, 35                      Level 3, Module 3, Lessons 7, 18, 24, 25                      Level 3, Module 4, Lessons 2, 12, 16, 18</p>

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

<p><b>L.3.4.c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	<p>Level 3, Module 1, Lessons 3, 18, 35 Level 3, Module 2, Lessons 6, 11, 16, 23, 28 Level 3, Module 3, Lessons 7, 13, 25 Level 3, Module 4, Lessons 4, 18, 35</p>
<p><b>L.3.4.d</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Level 3, Module 2, Lesson 29 Level 3, Module 3, Lesson 5 Level 3, Module 4, Lessons 9, 13, 17</p>
<p><b>L.3.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Level 3, Module 1, Lesson 27 Level 3, Module 2, Lessons 23, 25, 30 Level 3, Module 3, Lessons 4, 5, 25 Level 3, Module 4, Lesson 19</p>
<p><b>L.3.5.a</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>Level 3, Module 1, Lesson 27 Level 3, Module 2, Lessons 23, 25 Level 3, Module 3, Lesson 4</p>
<p><b>L.3.5.b</b> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<p>Level 3, Module 2, Lesson 30 Level 3, Module 3, Lesson 25 Level 3, Module 4, Lesson 19</p>
<p><b>L.3.5.c</b> Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as knew, believed).</p>	<p>Level 3, Module 3, Lesson 5</p>

<p><b>L.3.6</b> Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>Level 3, Module 1, Lessons 3, 5, 6, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 35, 36, 37, 38</p> <p>Level 3, Module 2, Lessons 3, 4, 5, 6, 7, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38</p> <p>Level 3, Module 3, Lessons 4, 6, 7, 8, 9, 10, 11, 14, 15, 16, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 3, Module 4, Lessons 2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 36</p>
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## Reading: Foundational Skills

### Phonics and Word Recognition

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Level 3, Module 1, Lessons 2, 4, 6, 8, 9, 10, 11, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 31, 32</p> <p>Level 3, Module 2, Lessons 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 18, 19, 23, 28, 29, 30, 31, 35</p> <p>Level 3, Module 3, Lessons 2, 3, 4, 5, 12, 13, 14, 16, 19, 23, 24, 25, 29, 30</p> <p>Level 3, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16, 18, 19, 22, 26, 27, 28</p>
<p><b>RF.3.3.a</b> Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>Level 3, Module 1, Lessons 2, 4, 6, 9, 10, 13, 14, 17, 19, 20, 21, 26, 27, 28, 31</p> <p>Level 3, Module 2, Lessons 2, 4, 5, 6, 9, 10, 11, 12, 18, 23, 28, 30, 31, 35</p> <p>Level 3, Module 3, Lessons 2, 4, 5, 12, 13, 14, 16, 19, 23, 24</p> <p>Level 3, Module 4, Lessons 2, 4, 6, 7, 8, 9, 16, 18, 27</p>

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<p><b>RF.3.3.b</b> Decode words with common Latin suffixes.</p>	<p>Level 3, Module 1, Lessons 2, 6, 9, 10, 13, 14, 15, 19, 20, 21, 22, 26, 27, 28, 31</p> <p>Level 3, Module 2, Lessons 2, 6, 7, 11, 12, 18, 23, 28</p> <p>Level 3, Module 3, Lessons 2, 4, 12, 13, 14, 19, 23</p> <p>Level 3, Module 4, Lessons 4, 9, 10, 16, 18, 19, 26</p>
<p><b>RF.3.3.c</b> Decode multisyllable words.</p>	<p>Level 3, Module 1, Lessons 2, 4, 6, 8, 9, 10, 11, 13, 14, 15, 17, 19, 20, 21, 22, 26, 27, 28, 31, 32</p> <p>Level 3, Module 2, Lessons 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 18, 19, 23, 28, 29, 30, 31</p> <p>Level 3, Module 3, Lessons 2, 3, 4, 5, 12, 13, 14, 16, 19, 23, 24, 25, 29, 30</p> <p>Level 3, Module 4, Lessons 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 14, 16, 18, 19, 22, 26, 27, 28</p>
<p><b>RF.3.3.d</b> Read grade-appropriate irregularly spelled words.</p>	<p>Level 3, Module 1, Lessons 2, 4, 6, 8, 9, 10, 11, 13, 14, 15, 19, 20, 21, 22, 26, 27, 28, 31, 32</p> <p>Level 3, Module 2, Lessons 2, 3, 4, 6, 7, 9, 10, 11, 12, 18, 19, 23, 28, 29, 30</p> <p>Level 3, Module 3, Lessons 2, 3, 4, 5, 12, 13, 14, 19, 23, 24, 29, 30</p> <p>Level 3, Module 4, Lessons 3, 4, 5, 8, 9, 10, 14, 16, 19, 22, 27</p>

## Reading: Foundational Skills

### Fluency

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Level 3, Module 1, Lessons 2, 3, 4, 5, 6</p> <p>Level 3, Module 2, Lessons 2, 3, 4, 5, 7</p> <p>Level 3, Module 3, Lessons 2, 3, 4, 5, 6, 39</p> <p>Level 3, Module 4, Lessons 3, 4, 5, 6, 7</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RF.3.4.a</b> Read on-level text with purpose and understanding.</p>	<p>Level 3, Module 1, Lessons 2, 3, 4, 5, 6 Level 3, Module 2, Lessons 2, 3, 4, 5, 7 Level 3, Module 3, Lessons 2, 3, 4, 5, 6, 39 Level 3, Module 4, Lessons 3, 4, 5, 6, 7</p>
<p><b>RF.3.4.b</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Level 3, Module 1, Lessons 2, 3, 4, 5, 6 Level 3, Module 2, Lessons 2, 3, 4, 5, 7 Level 3, Module 3, Lessons 2, 3, 4, 5, 6, 39 Level 3, Module 4, Lessons 3, 4, 5, 6, 7</p>
<p><b>RF.3.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Level 3, Module 1, Lessons 2, 6 Level 3, Module 2, Lessons 2, 7 Level 3, Module 3, Lessons 2, 6, 39 Level 3, 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.3.1</b> Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the text says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address making predictions about informational texts.</p> <p>Level 3, Module 1, Lessons 13, 14, 15, 16, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 39</p> <p>Level 3, Module 2, Lessons 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 22, 24, 25, 26, 28, 29, 30, 31, 32, 33, 35, 36, 39</p> <p>Level 3, Module 3, Lessons 7, 14, 15, 24, 25, 26, 27, 29, 30, 33, 36</p> <p>Level 3, Module 4, Lessons 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 25, 28, 29, 36</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RI.3.2</b></p> <p>Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address paraphrasing or summarizing main ideas or events in a multi-paragraph text, including correct sequence.</p> <p>Level 3, Module 1, Lessons 13, 14, 23, 28, 31, 32, 36</p> <p>Level 3, Module 2, Lessons 9, 10, 13, 18, 20, 22, 25, 28, 31, 36</p> <p>Level 3, Module 3, Lessons 24, 36</p> <p>Level 3, Module 4, Lessons 7, 13, 21, 36</p>
<p><b>RI.3.3</b></p> <p>Describe the relationship or connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>Level 3, Module 1, Lesson 21</p> <p>Level 3, Module 2, Lessons 9, 10, 11, 12, 14, 18, 19, 20, 22, 28, 29, 30, 31</p> <p>Level 3, Module 3, Lessons 24, 25, 29</p> <p>Level 3, Module 4, Lessons 4, 10, 11, 12, 18</p>

## Reading: Informational Text

### Craft and Structure

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RI.3.4</b></p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>Level 3, Module 1, Lessons 14, 22, 27</p> <p>Level 3, Module 2, Lessons 11, 28, 30</p> <p>Level 3, Module 3, Lesson 25</p> <p>Level 3, Module 4, Lessons 9, 12, 14, 18, 19, 21, 22</p>

<p><b>RI.3.5</b> Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>Level 3, Module 1, Lessons 13, 15, 32 Level 3, Module 2, Lessons 11, 15, 19 Level 3, Module 3, Lesson 26 Level 3, Module 4, Lessons 14, 21, 22 <i>Arts &amp; Letters</i> addresses using indexes to locate information relevant to a given topics efficiently in grade level 2.</p>
<p><b>RI.3.6</b> Determine author’s purpose; distinguish own point of view from that of the author of a text.</p>	<p>Level 3, Module 2, Lesson 31 Level 3, Module 4, Lesson 6</p>

### Reading: Informational Text

#### Integration of Knowledge and Ideas

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>Level 3, Module 1, Lessons 13, 15, 22, 25, 26, 27, 28, 32, 39 Level 3, Module 2, Lessons 9, 10, 11, 12, 19, 20, 22, 24, 28, 29, 39 Level 3, Module 3, Lesson 26 Level 3, Module 4, Lessons 11, 14</p>
<p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>Level 3, Module 3, Lesson 24 Level 3, Module 4, Lessons 5, 6, 11</p>
<p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.</p>	<p>Level 3, Module 2, Lessons 22, 24 Level 3, Module 3, Lesson 36</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.3.10</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 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.</p>	<p>Level 3, Module 1, Lessons 12, 13, 14, 15, 16, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37</p> <p>Level 3, Module 2, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 39</p> <p>Level 3, Module 3, Lessons 7, 14, 15, 23, 24, 25, 26, 27, 29, 30, 33, 36</p> <p>Level 3, Module 4, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 28, 29, 35, 36</p>

**Reading: Literature**

## Key Ideas and Details

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.3.1</b></p> <p>Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address making predictions about literature.</p> <p>Level 3, Module 1, Lessons 3, 4, 5, 6, 8, 9, 10, 11, 14, 36</p> <p>Level 3, Module 2, Lessons 3, 4, 5, 23, 36</p> <p>Level 3, Module 3, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 18, 19, 20, 24, 29, 30, 31, 32, 33, 35, 36, 39</p> <p>Level 3, Module 4, Lessons 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>
<p><b>RL.3.2</b></p> <p>Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address summarizing stories in correct sequence, including fables and folktales from diverse cultures.</p> <p>Level 3, Module 1, Lessons 5, 8, 10, 11, 36</p> <p>Level 3, Module 2, Lessons 3, 5, 36</p> <p>Level 3, Module 3, Lessons 6, 7, 9, 14, 29, 31, 32, 36</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
	Level 3, Module 4, Lessons 24, 30, 32, 36
<p><b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g., creating or solving a problem).</p>	<p>Level 3, Module 1, Lesson 5 Level 3, Module 2, Lessons 4, 5 Level 3, Module 3, Lessons 3, 4, 5, 8, 12, 13, 31 Level 3, Module 4, Lessons 23, 30, 31</p>

## Reading: Literature

### Craft and Structure

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address exaggeration in tall tales. Level 3, Module 2, Lesson 23 Level 3, Module 3, Lessons 4, 20, 29 Level 3, Module 4, Lesson 27</p>
<p><b>RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>Level 3, Module 1, Lessons 3, 4 Level 3, Module 3, Lessons 7, 8, 9, 31 Level 3, Module 4, Lessons 27, 30</p>
<p><b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Level 3, Module 3, Lessons 4, 30</p>

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

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.3.7</b></p> <p>Explain how specific aspects of text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>Level 3, Module 1, Lessons 9, 14</p> <p>Level 3, Module 2, Lessons 3, 4, 23</p> <p>Level 3, Module 3, Lessons 4, 19, 30, 32, 39</p> <p>Level 3, Module 4, Lessons 24, 31</p>
<p><b>RL.3.8</b></p> <p>(Not applicable to literature)</p>	
<p><b>RL.3.9</b></p> <p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>Level 3, Module 3, Lessons 16, 36</p> <p>Level 3, Module 4, Lessons 23, 24, 25</p>

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

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.3.10</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 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.</p>	<p>Level 3, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 36</p> <p>Level 3, Module 2, Lessons 2, 3, 4, 5, 36</p> <p>Level 3, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 24, 28, 29, 30, 31, 32, 33, 35, 36, 39</p> <p>Level 3, Module 4, Lessons 2, 27, 28, 29, 30, 31, 32, 33, 36</p>

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

<b>Alaska Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>SL.3.1</b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>Level 3, Module 1, Lessons 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 31, 32, 33, 34, 36, 39</p> <p>Level 3, Module 3, Lessons 2, 3, 4, 5, 6, 7, 9, 11, 13, 14, 15, 16, 19, 20, 21, 24, 25, 27, 28, 30, 31, 32, 36</p> <p>Level 3, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 17, 18, 19, 21, 22, 23, 24, 26, 27, 28, 29, 31, 32, 36, 38</p>
<p><b>SL.3.1.a</b></p> <p>After learning a protocol (e.g., Socratic method), 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 3, Module 1, Lessons 4, 5, 9, 10, 11, 13, 14, 15, 20, 21, 22, 23, 26, 27, 28, 29, 31, 32, 33, 36</p> <p>Level 3, Module 3, Lessons 3, 4, 5, 6, 9, 13, 14, 15, 16, 19, 20, 21, 24, 25, 27, 30, 31, 32, 36</p> <p>Level 3, Module 4, Lessons 4, 5, 6, 7, 11, 12, 13, 17, 18, 19, 22, 24, 27, 28, 29, 31, 32, 36</p>
<p><b>SL.3.1.b</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 3, Module 1, Lessons 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 31, 32, 33, 34, 36, 39</p> <p>Level 3, Module 3, Lessons 2, 3, 4, 5, 6, 7, 9, 11, 13, 14, 15, 16, 19, 20, 21, 24, 25, 27, 28, 30, 31, 32, 36</p> <p>Level 3, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 17, 18, 19, 21, 22, 23, 24, 26, 27, 28, 29, 31, 32, 36, 38</p>
<p><b>SL.3.1.c</b></p> <p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>Level 3, Module 1, Lessons 5, 10, 23, 28, 36</p> <p>Level 3, Module 3, Lessons 6, 9, 13, 14, 21, 32, 36</p> <p>Level 3, Module 4, Lessons 7, 13, 24, 28, 32, 36</p>
<p><b>SL.3.1.d</b></p> <p>Explain their own ideas and understanding in light of the discussion.</p>	<p>Level 3, Module 1, Lessons 5, 10, 23, 28, 36</p> <p>Level 3, Module 3, Lessons 6, 9, 14, 21, 32, 36</p> <p>Level 3, Module 4, Lessons 7, 13, 24, 28, 32, 36</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.3.2</b></p> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Level 3, Module 1, Lessons 5, 8, 28</p> <p>Level 3, Module 2, Lessons 6, 7, 14, 18, 22, 25, 26, 29, 33, 36</p> <p>Level 3, Module 3, Lessons 10, 12, 15, 16, 20, 24, 27</p> <p>Level 3, Module 4, Lessons 11, 12, 13, 19, 21, 22</p>
<p><b>SL.3.3</b></p> <p>Ask and answer questions about information from a speaker, offering appropriate elaboration or explanations and detail.</p>	<p>Level 3, Module 2, Lessons 14, 25</p> <p>Level 3, Module 3, Lessons 6, 9, 21, 32, 36</p>

## Speaking and Listening

### Presentation of Knowledge and Ideas

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.3.4</b></p> <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>Level 3, Module 1, Lessons 5, 6, 10, 11, 16, 23, 24, 28, 29, 30, 33, 36, 37, 38</p> <p>Level 3, Module 2, Lessons 5, 13, 14, 20, 21, 22, 25, 26, 27, 28, 31, 32, 36, 37</p> <p>Level 3, Module 3, Lessons 6, 9, 14, 15, 21, 24, 25, 32, 36, 37</p> <p>Level 3, Module 4, Lessons 7, 12, 13, 14, 18, 24, 28, 29, 31, 32, 36, 38, 39</p>
<p><b>SL.3.5</b></p> <p>Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; use techniques that engage the listener (e.g., inflection, different voices); and add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>Level 3, Module 1, Lessons 4, 6</p> <p>Level 3, Module 2, Lessons 4, 7</p> <p>Level 3, Module 3, Lessons 4, 6, 39</p> <p>Level 3, Module 4, Lessons 5, 7</p>
<p><b>SL.3.6</b></p>	<p>Level 3, Module 1, Lessons 5, 10, 23, 28, 36</p> <p>Level 3, Module 2, Lessons 5, 13, 20, 25, 31, 36</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Level 3, Module 3, Lessons 6, 9, 14, 21, 32, 36 Level 3, Module 4, Lessons 7, 13, 18, 24, 28, 32, 36, 38, 39

## Writing

### Text Types and Purposes

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.3.1</b></p> <p>Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can).</p>	Level 3, Module 2, Lessons 14, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 30, 31, 32, 33, 36, 37
<p><b>W.3.1.a</b></p> <p>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons.</p>	Level 3, Module 2, Lessons 14, 17, 18, 20, 21, 22, 25, 27, 28, 33, 37
<p><b>W.3.1.b</b></p> <p>Provide reasons that support the opinion.</p>	Level 3, Module 2, Lessons 18, 19, 21, 22, 24, 26, 27, 28, 30, 31, 32, 36, 37
<p><b>W.3.1.c</b></p> <p>Link opinion and reasons using words and phrases (e.g., because, therefore, since, for example).</p>	Level 3, Module 2, Lessons 21, 22, 27, 28, 37
<p><b>W.3.1.d</b></p> <p>Provide a concluding statement or section that reinforces or restates the opinion.</p>	Level 3, Module 2, Lessons 22, 27, 28, 37

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Level 3, Module 1, Lessons 14, 15, 16, 17, 23, 25, 26, 27, 28, 32, 33, 36, 37, 38, 39 Level 3, Module 4, Lessons 10, 11, 12, 13, 14, 15, 17, 28, 29, 30, 31, 32, 33, 37</p>
<p><b>W.3.2.a</b> Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.</p>	<p>Level 3, Module 1, Lessons 16, 17, 28, 37, 38, 39 Level 3, Module 4, Lessons 12, 13, 14, 15, 17, 29, 31, 32, 33, 37</p>
<p><b>W.3.2.b</b> Develop the topic with facts, definitions, details, and explanations that support the focus.</p>	<p>Level 3, Module 1, Lessons 14, 15, 16, 17, 25, 26, 27, 28, 32, 33, 36, 37, 38 Level 3, Module 4, Lessons 10, 11, 13, 14, 15, 17, 28, 30, 31, 32, 33</p>
<p><b>W.3.2.c</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>Level 3, Module 1, Lessons 28, 37, 38 Level 3, Module 4, Lessons 14, 15, 17, 31, 32, 33</p>
<p><b>W.3.2.d</b> Provide a concluding statement or section that paraphrases the focus of the text.</p>	<p>Level 3, Module 1, Lessons 23, 28, 37, 38 Level 3, Module 4, Lessons 14, 15, 17, 31, 32, 33</p>
<p><b>W.3.3</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 3, Module 3, Lessons 9, 10, 11, 14, 15, 16, 20, 21, 23, 24, 26, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p><b>W.3.3.a</b> Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>Level 3, Module 3, Lessons 11, 14, 15, 16, 20, 21, 24, 26, 29, 31, 32, 37, 38</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.3.3.b</b></p> <p>Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems.</p>	Level 3, Module 3, Lessons 9, 10, 11, 23, 24, 26, 30, 31, 33, 36, 37, 38
<p><b>W.3.3.c</b></p> <p>Use transitional words and phrases to signal event sequences (e.g., later, soon after).</p>	Level 3, Module 3, Lessons 21, 24, 26, 37, 38
<p><b>W.3.3.d</b></p> <p>Provide a sense of closure (e.g., how a problem was solved or how the event ended).</p>	Level 3, Module 3, Lessons 24, 26, 37, 38

## Writing

### Production and Distribution of Writing

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.3.4</b></p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>Level 3, Module 1, Lessons 8, 9, 12, 13, 14, 15, 16, 17, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 36, 37, 38</p> <p>Level 3, Module 2, Lessons 8, 9, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 3, Module 3, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 16, 20, 21, 23, 24, 26, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 3, Module 4, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 17, 26, 28, 29, 30, 31, 32, 33, 36, 37</p>

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

<p><b>W.3.5</b></p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Level 3, Module 1, Lessons 14, 15, 17, 24, 25, 26, 27, 29, 32, 33, 36, 38</p> <p>Level 3, Module 2, Lessons 12, 13, 14, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 38</p> <p>Level 3, Module 3, Lessons 9, 10, 11, 14, 15, 16, 20, 21, 23, 26, 29, 30, 31, 32, 33, 36, 38</p> <p>Level 3, Module 4, Lessons 10, 11, 12, 13, 15, 17, 23, 28, 29, 30, 32, 33, 37, 38</p>
<p><b>W.3.6</b></p> <p>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.</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 3, Module 2, Lesson 38</p> <p>Level 3, Module 3, Lesson 39</p> <p>Level 3, Module 4, Lessons 15, 32</p>

## Writing

### Research to Build and Present Knowledge

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.3.7</b></p> <p>Conduct short research projects that build knowledge about a topic.</p>	<p>Level 3, Module 1, Lessons 14, 15, 16, 25, 26, 27, 28, 32, 33, 36, 37</p> <p>Level 3, Module 2, Lessons 13, 14, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 30, 31, 32, 33, 36, 37</p> <p>Level 3, Module 3, Lessons 14, 30, 37</p> <p>Level 3, Module 4, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 19, 20, 21, 22, 23, 28, 29, 30, 31, 32</p>

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

<p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>Level 3, Module 1, Lessons 2, 3, 4, 7, 8, 9, 10, 12, 13, 14, 15, 20, 21, 22, 23, 24, 25, 26, 27, 28, 31, 32, 33, 36</p> <p>Level 3, Module 2, Lessons 2, 3, 4, 5, 8, 9, 10, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 36</p> <p>Level 3, Module 3, Lessons 2, 3, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 19, 20, 21, 23, 24, 26, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 3, Module 4, Lessons 2, 8, 10, 11, 12, 13, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 36, 38</p>
<p><b>W.3.9</b> (Begins in grade 4)</p>	

## Writing

### Range of Writing

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.3.10</b> 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 3, Module 1, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 36, 37, 38</p> <p>Level 3, Module 2, Lessons 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 3, Module 3, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37, 38</p> <p>Level 3, Module 4, Lessons 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p>