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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**

<b>Alaska Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Level 5, Module 1, Lessons 9, 12, 24, 25, 33            Level 5, Module 2, Lessons 25, 27, 28, 29, 31, 33, 37, 38            Level 5, Module 3, Lessons 7, 23, 30            Level 5, Module 4, Lessons 7, 14, 24, 30</p>
<p><b>L.5.1.a</b> Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.</p>	<p>Level 5, Module 1, Lessons 9, 12, 24, 25, 33            Level 5, Module 3, Lesson 30</p>
<p><b>L.5.1.b</b> Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>	<p>Level 5, Module 4, Lessons 7, 14, 24</p>
<p><b>L.5.1.c</b> Use verb tense to convey various times, sequences, states, and conditions.</p>	<p>Level 5, Module 3, Lesson 7            Level 5, Module 4, Lessons 14, 24, 30</p>
<p><b>L.5.1.d</b> Recognize and correct inappropriate shifts in verb tense.</p>	<p>Level 5, Module 3, Lessons 7, 23            Level 5, Module 4, Lesson 14</p>
<p><b>L.5.1.e</b> Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>Level 5, Module 2, Lessons 25, 27, 28, 29, 31, 33, 37, 38</p>

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

<p><b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Level 5, Module 1, Lessons 9, 17, 18, 22, 23, 31, 32, 38, 39 Level 5, Module 2, Lessons 13, 19, 20, 21, 27, 28, 29, 31, 37, 38 Level 5, Module 3, Lessons 8, 14, 15, 18, 22, 23, 28, 37, 38 Level 5, Module 4, Lessons 12, 28</p>
<p><b>L.5.2.a</b> Use punctuation to separate items in a series.</p>	<p>Level 5, Module 3, Lessons 18, 23 Level 5, Module 4, Lessons 12, 28</p>
<p><b>L.5.2.b</b> Use a comma to separate an introductory element from the rest of the sentence.</p>	<p>Level 5, Module 1, Lessons 9, 18, 22, 23, 31, 32, 38, 39</p>
<p><b>L.5.2.c</b> Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p>	<p>Level 5, Module 3, Lessons 8, 14, 15, 22, 28, 37, 38</p>
<p><b>L.5.2.d</b> Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>Level 5, Module 1, Lessons 17, 31, 32, 38, 39 Level 5, Module 2, Lessons 13, 19, 20, 21, 27, 28, 29, 31, 37, 38</p>
<p><b>L.5.2.e</b> Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Level 5, Module 1, Lessons 17, 22, 23, 31, 32, 38, 39 Level 5, Module 2, Lessons 19, 20, 21, 27, 28, 29, 31, 37, 38 Level 5, Module 3, Lessons 14, 22, 28, 37, 38</p>

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

<b>Alaska Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Level 5, Module 1, Lessons 6, 12, 24, 25, 28, 33            Level 5, Module 2, Lessons 6, 16, 25, 33            Level 5, Module 3, Lessons 6, 18, 33            Level 5, Module 4, Lessons 2, 7, 9, 14, 23, 24, 30, 33, 34, 35, 36</p>
<p><b>L.5.3.a</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>Level 5, Module 1, Lessons 6, 12, 24, 25, 28, 33            Level 5, Module 2, Lessons 6, 16, 25, 33            Level 5, Module 3, Lessons 6, 18, 33            Level 5, Module 4, Lessons 7, 14, 23, 24, 30, 34, 35</p>
<p><b>L.5.3.b</b> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>Level 5, Module 4, Lessons 2, 9, 33, 36</p>

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

<b>Alaska Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>L.5.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>	<p>Level 5, Module 1, Lessons 3, 5, 11, 14, 15, 22, 25, 31, 35            Level 5, Module 2, Lessons 2, 3, 8, 9, 10, 14, 18, 21, 26, 35            Level 5, Module 3, Lessons 3, 8, 9, 10, 20, 22, 25, 28, 31, 35            Level 5, Module 4, Lessons 5, 8, 10, 11, 17, 27, 32</p>

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

<p><b>L.5.4.a</b></p> <p>Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p>Level 5, Module 1, Lessons 3, 5, 11, 14, 25, 31, 35</p> <p>Level 5, Module 2, Lessons 3, 8, 9, 10, 14, 18, 21, 26, 35</p> <p>Level 5, Module 3, Lessons 3, 8, 9, 10, 20, 22, 25, 28, 31, 35</p> <p>Level 5, Module 4, Lessons 5, 10, 11, 17, 32</p>
<p><b>L.5.4.b</b></p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p>Level 5, Module 1, Lessons 5, 11, 14, 25, 31, 35</p> <p>Level 5, Module 2, Lessons 3, 18, 21, 35</p> <p>Level 5, Module 3, Lessons 3, 9, 10, 20, 22, 25, 28, 31, 35</p> <p>Level 5, Module 4, Lessons 5, 10, 11, 17, 32</p>
<p><b>L.5.4.c</b></p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both printing and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Level 5, Module 1, Lessons 15, 22</p> <p>Level 5, Module 2, Lesson 2</p> <p>Level 5, Module 4, Lessons 8, 17, 27</p>
<p><b>L.5.5</b></p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Level 5, Module 1, Lessons 10, 22, 29, 30, 32</p> <p>Level 5, Module 2, Lesson 27</p> <p>Level 5, Module 3, Lessons 9, 11, 12, 13, 14, 16, 17, 18, 21, 22, 24, 25, 26, 28, 29, 36</p> <p>Level 5, Module 4, Lessons 3, 5, 11, 20, 23, 26, 27, 28</p>
<p><b>L.5.5.a</b></p> <p>Interpret figurative language, including similes and metaphors, in context.</p>	<p>Level 5, Module 1, Lessons 10, 22, 29, 32</p> <p>Level 5, Module 2, Lesson 27</p> <p>Level 5, Module 3, Lessons 21, 24, 36</p> <p>Level 5, Module 4, Lessons 3, 5, 20, 23, 27, 28</p>
<p><b>L.5.5.b</b></p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>Level 5, Module 1, Lesson 30</p> <p>Level 5, Module 3, Lessons 13, 14, 21, 24</p> <p>Level 5, Module 4, Lesson 11</p>

<p><b>L.5.5.c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Level 5, Module 3, Lessons 9, 11, 12, 16, 17, 18, 22, 25, 26, 28, 29 Level 5, Module 4, Lessons 26, 27</p>
<p><b>L.5.6</b> Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>Level 5, Module 1, Lessons 2, 3, 5, 6, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38, 39 Level 5, Module 2, Lessons 3, 5, 6, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 35, 36, 37, 38 Level 5, Module 3, Lessons 3, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38 Level 5, Module 4, Lessons 3, 5, 7, 8, 9, 10, 11, 14, 18, 23, 24, 25, 27, 28, 29, 30, 34, 35, 39</p>

## Reading: Foundational Skills

### Phonics and Word Recognition

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Level 5, Module 1, Lessons 2, 3, 4, 5, 6, 8, 10, 11, 12, 14, 18, 19, 20, 22, 25, 26, 29, 30, 35 Level 5, Module 3, Lessons 2, 4, 5, 6, 8, 9, 12, 13, 14, 16, 18, 20, 24, 25, 26, 31, 35 Level 5, Module 4, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 14, 25</p>
<p><b>RF.5.3.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 5, Module 1, Lessons 2, 3, 4, 5, 6, 8, 10, 11, 12, 14, 18, 19, 20, 22, 25, 26, 29, 30, 35 Level 5, Module 3, Lessons 2, 4, 5, 6, 8, 9, 12, 13, 14, 16, 18, 20, 24, 25, 26, 31, 35 Level 5, Module 4, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 14, 25</p>

**Reading: Foundational Skills****Fluency**

<b>Alaska Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.	Level 5, Module 1, Lessons 2, 3, 4, 5, 6 Level 5, Module 2, Lessons 2, 3, 4, 5, 6 Level 5, Module 3, Lessons 2, 3, 4, 5, 6, 39 Level 5, Module 4, Lessons 2, 3, 4, 5, 7, 25
<b>RF.5.4.a</b> Read on-level text with purpose and understanding.	Level 5, Module 1, Lessons 2, 3, 4, 5, 6 Level 5, Module 2, Lessons 2, 3, 4, 5, 6 Level 5, Module 3, Lessons 2, 3, 4, 5, 6, 39 Level 5, Module 4, Lessons 2, 3, 4, 5, 7, 25
<b>RF.5.4.b</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Level 5, Module 1, Lessons 2, 3, 4, 5, 6 Level 5, Module 2, Lessons 2, 3, 4, 5, 6 Level 5, Module 3, Lessons 2, 3, 4, 5, 6, 39 Level 5, Module 4, Lessons 2, 3, 4, 5, 7, 25
<b>RF.5.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Level 5, Module 1, Lessons 2, 6 Level 5, Module 2, Lessons 2, 6 Level 5, Module 3, Lessons 2, 6, 39 Level 5, Module 4, Lessons 2, 7, 25

**Reading: Informational Text****Key Ideas and Details**

<b>Alaska Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>RI.5.1</b></p> <p>Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p>	<p>Level 5, Module 1, Lessons 8, 9, 10, 11, 12, 14, 15, 25, 33, 36</p> <p>Level 5, Module 2, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 5, Module 3, Lessons 6, 33</p> <p>Level 5, Module 4, Lessons 6, 7, 9, 11, 24, 26, 29, 32</p>
<p><b>RI.5.2</b></p> <p>Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.</p>	<p>Level 5, Module 1, Lessons 9, 11, 36</p> <p>Level 5, Module 2, Lessons 8, 9, 13, 24, 30, 32, 36</p>
<p><b>RI.5.3</b></p> <p>Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>Level 5, Module 1, Lesson 8</p> <p>Level 5, Module 2, Lessons 8, 9, 10, 11, 13, 14, 19, 20, 22, 23, 26, 28, 30, 32</p>

**Reading: Informational Text****Craft and Structure**

<b>Alaska Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>RI.5.4</b></p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>Level 5, Module 1, Lessons 8, 10, 11</p> <p>Level 5, Module 2, Lessons 8, 9, 14, 26</p> <p>Level 5, Module 4, Lessons 7, 9</p>
<p><b>RI.5.5</b></p> <p>Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>Level 5, Module 1, Lesson 8</p> <p>Level 5, Module 2, Lesson 31</p> <p>Level 5, Module 4, Lesson 11</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RI.5.6</b></p> <p>Determine author's purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent (e.g., social studies topics, media messages about current events).</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address analyzing media messages about current events.</p> <p>Level 5, Module 1, Lesson 9</p> <p>Level 5, Module 2, Lesson 31</p> <p><i>Arts &amp; Letters</i> addresses determining an author's purpose in grade level 7.</p> <p>Level 7, Module 3, Lesson 12</p> <p>Level 7, Module 4, Lessons 3, 11</p>

## Reading: Informational Text

### Integration of Knowledge and Ideas

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RI.5.7</b></p> <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>Level 5, Module 2, Lessons 8, 10, 13, 21</p> <p>Level 5, Module 4, Lesson 26</p>
<p><b>RI.5.8</b></p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p>	<p>Level 5, Module 2, Lessons 12, 15, 27</p>
<p><b>RI.5.9</b></p> <p>Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.</p>	<p>Level 5, Module 2, Lessons 10, 11</p> <p>Level 5, Module 4, Lessons 6, 7</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.5.10</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 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.</p>	<p>Level 5, Module 1, Lessons 7, 8, 9, 10, 11, 12, 14, 15, 25, 33, 36</p> <p>Level 5, Module 2, Lessons 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 5, Module 3, Lessons 6, 33</p> <p>Level 5, Module 4, Lessons 6, 7, 9, 11, 24, 26, 29, 32</p>

**Reading: Literature**

## Key Ideas and Details

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.5.1</b></p> <p>Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Level 5, Module 1, Lessons 3, 4, 5, 6, 7, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 35, 36, 37</p> <p>Level 5, Module 2, Lessons 3, 4, 5, 6, 11, 36</p> <p>Level 5, Module 3, Lessons 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 39</p> <p>Level 5, Module 4, Lessons 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 39</p>
<p><b>RL.5.2</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, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.</p>	<p>Level 5, Module 1, Lessons 3, 5, 16, 19, 20, 21, 23, 28, 30, 31, 32, 36</p> <p>Level 5, Module 2, Lessons 3, 5, 36</p> <p>Level 5, Module 3, Lessons 3, 5, 8, 13, 14, 17, 30, 32, 33, 36</p> <p>Level 5, Module 4, Lessons 3, 5, 10, 14, 21, 23, 26, 27, 29, 39</p>

<p><b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact, how conflicts are resolved).</p>	<p>Level 5, Module 1, Lessons 17, 19, 20, 23, 26, 27 Level 5, Module 2, Lessons 3, 5 Level 5, Module 3, Lessons 9, 12, 13, 15, 17, 21, 23, 24, 25, 27, 28, 31 Level 5, Module 4, Lessons 9, 10, 13, 14, 15, 19, 20, 22, 23</p>
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## Reading: Literature

### Craft and Structure

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.5.4</b> 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, analogies, hyperbole).</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address determining the meaning of analogies or hyperboles. Level 5, Module 1, Lessons 3, 15, 22, 29, 30, 32 Level 5, Module 2, Lessons 3, 4 Level 5, Module 3, Lessons 8, 9, 10, 13, 21, 24, 28 Level 5, Module 4, Lessons 3, 5, 11, 15, 18, 23, 27, 28 <i>Arts &amp; Letters</i> addresses analogies in grade level 8. Level 8, Module 1, Lessons 3, 4, 10, 17, 25, 30 Level 8, Module 2, Lesson 13 Level 8, Module 4, Lessons 2, 3, 4, 5, 6, 8, 24, 25, 28</p>
<p><b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Level 5, Module 1, Lessons 3, 4, 19, 20, 21, 22, 31 Level 5, Module 3, Lessons 13, 31 Level 5, Module 4, Lessons 3, 6, 21, 25, 26, 27</p>
<p><b>RL.5.6</b> Describe how a narrator's or speaker's point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.</p>	<p>Level 5, Module 1, Lesson 31 Level 5, Module 4, Lessons 4, 10, 12, 18, 22, 29</p>

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

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.5.7</b></p> <p>Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>Level 5, Module 1, Lessons 16, 29, 30</p> <p>Level 5, Module 3, Lessons 4, 8, 10, 12, 25, 31</p>
<p><b>RL.5.8</b></p> <p>(Not applicable to literature)</p>	
<p><b>RL.5.9</b></p> <p>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development.</p>	<p>Level 5, Module 1, Lesson 28</p> <p>Level 5, Module 4, Lessons 5, 7, 25, 29</p>

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

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.5.10</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 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.</p>	<p>Level 5, Module 1, Lessons 2, 3, 4, 5, 6, 7, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 35, 36, 37</p> <p>Level 5, Module 2, Lessons 2, 3, 4, 5, 6, 11, 36</p> <p>Level 5, Module 3, Lessons 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 39</p> <p>Level 5, Module 4, Lessons 2, 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, 39</p>

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

<b>Alaska Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>Level 5, Module 1, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 36</p> <p>Level 5, Module 2, Lessons 3, 4, 5, 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, 36, 39</p> <p>Level 5, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37</p> <p>Level 5, Module 4, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 36, 38, 39</p>
<p><b>SL.5.1.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 5, Module 1, Lessons 5, 6, 7, 8, 9, 10, 11, 12, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 36</p> <p>Level 5, Module 2, Lessons 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 36, 39</p> <p>Level 5, Module 3, Lessons 3, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37</p> <p>Level 5, Module 4, Lessons 2, 4, 5, 6, 9, 10, 11, 12, 14, 15, 18, 19, 20, 22, 23, 24, 27, 28, 29, 39</p>
<p><b>SL.5.1.b</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>Level 5, Module 1, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 36</p> <p>Level 5, Module 2, Lessons 3, 4, 5, 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, 36, 39</p> <p>Level 5, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37</p> <p>Level 5, Module 4, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 36, 38, 39</p>

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<p><b>SL.5.1.c</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>Level 5, Module 1, Lessons 5, 11, 23, 32, 36 Level 5, Module 2, Lessons 5, 24, 32, 36 Level 5, Module 3, Lessons 5, 17, 32, 36 Level 5, Module 4, Lessons 5, 23, 29, 39</p>
<p><b>SL.5.1.d</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>Level 5, Module 1, Lessons 5, 11, 23, 32, 36 Level 5, Module 2, Lessons 5, 24, 32, 33, 36 Level 5, Module 3, Lessons 5, 17, 32, 36 Level 5, Module 4, Lessons 5, 23, 29, 39</p>
<p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Level 5, Module 1, Lessons 3, 4, 5, 6, 9, 17, 20, 26, 27, 30 Level 5, Module 2, Lesson 10 Level 5, Module 4, Lessons 3, 5, 6, 9, 10</p>
<p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker).</p>	<p>Level 5, Module 1, Lesson 27 Level 5, Module 2, Lessons 12, 23, 26, 39 Level 5, Module 3, Lessons 5, 32, 36</p>

## Speaking and Listening

### Presentation of Knowledge and Ideas

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Level 5, Module 1, Lessons 3, 5, 11, 12, 17, 19, 22, 23, 30, 31, 32, 33, 36, 37, 38 Level 5, Module 2, Lessons 5, 6, 15, 16, 19, 20, 24, 25, 26, 27, 28, 30, 32, 36, 37, 38, 39 Level 5, Module 3, Lessons 5, 6, 13, 14, 17, 21, 29, 32, 36, 37 Level 5, Module 4, Lessons 5, 23, 29, 37, 38, 39</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.</p>	<p>Level 5, Module 3, Lesson 39 Level 5, Module 4, Lessons 33, 36, 37, 38</p>
<p><b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>Level 5, Module 1, Lessons 5, 11, 23, 32, 36 Level 5, Module 2, Lessons 5, 24, 30, 32, 36 Level 5, Module 3, Lessons 5, 17, 32, 36 Level 5, Module 4, Lessons 5, 23, 29, 37, 38, 39</p>

## Writing

### Text Types and Purposes

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information.</p>	<p>Level 5, Module 2, Lessons 7, 11, 12, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 28, 29, 31, 33, 36, 37, 38</p>
<p><b>W.5.1.a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p>	<p>Level 5, Module 2, Lessons 13, 16, 19, 20, 21, 24, 27, 29, 31, 33, 37, 38</p>
<p><b>W.5.1.b</b> Provide logically ordered reasons that are supported by facts and details.</p>	<p>Level 5, Module 2, Lessons 7, 11, 12, 14, 15, 20, 21, 25, 26, 29, 31, 33, 36, 37, 38</p>
<p><b>W.5.1.c</b> Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically, most of all).</p>	<p>Level 5, Module 2, Lessons 20, 21, 29, 31, 37, 38</p>

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.5.1.d</b> Provide a concluding statement or section that reinforces or restates the opinion presented.</p>	Level 5, Module 2, Lessons 20, 21, 28, 29, 31, 37, 38
<p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	Level 5, Module 1, Lessons 9, 15, 16, 17, 18, 19, 20, 21, 22, 23, 29, 30, 31, 32, 33, 36, 37, 38, 39
<p><b>W.5.2.a</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.</p>	Level 5, Module 1, Lessons 17, 19, 20, 21, 22, 23, 29, 31, 32, 36, 37, 38, 39
<p><b>W.5.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.</p>	Level 5, Module 1, Lessons 15, 16, 17, 30, 32, 37, 38, 39
<p><b>W.5.2.c</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>	Level 5, Module 1, Lessons 9, 17, 18, 32, 38, 39
<p><b>W.5.2.d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	Level 5, Module 1, Lessons 17, 32, 33, 38, 39

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<p><b>W.5.2.e</b> Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address paraphrasing the focus of the text or explanation presented when writing informative/explanatory texts. Level 5, Module 1, Lessons 22, 23, 32, 38, 39</p>
<p><b>W.5.3</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 5, Module 3, Lessons 11, 12, 13, 14, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 36, 37, 38</p>
<p><b>W.5.3.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 5, Module 3, Lessons 11, 12, 14, 18, 22, 24, 26, 28, 32, 33, 37, 38</p>
<p><b>W.5.3.b</b> Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing 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 5, Module 3, Lessons 13, 14, 21, 22, 23, 25, 27, 28, 30, 32, 36, 37, 38</p>
<p><b>W.5.3.c</b> Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events.</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address using foreshadowing when writing narrative texts. Level 5, Module 3, Lessons 22, 28, 37, 38</p>
<p><b>W.5.3.d</b> Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely.</p>	<p>Level 5, Module 3, Lessons 22, 28, 29, 37, 38</p>
<p><b>W.5.3.e</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Level 5, Module 3, Lessons 28, 37, 38</p>

**Writing****Production and Distribution of Writing**

<b>Alaska Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>W.5.4</b></p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>Level 5, Module 1, Lessons 7, 8, 9, 15, 16, 17, 18, 19, 20, 21, 22, 23, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 5, Module 2, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 36, 37, 38</p> <p>Level 5, Module 3, Lessons 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 5, Module 4, Lessons 8, 15, 18, 25, 33, 34, 35</p>
<p><b>W.5.5</b></p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Level 5, Module 1, Lessons 15, 16, 18, 19, 20, 21, 23, 29, 30, 33, 36, 37, 39</p> <p>Level 5, Module 2, Lessons 7, 11, 12, 13, 14, 15, 16, 21, 23, 24, 25, 26, 29, 31, 36, 38</p> <p>Level 5, Module 3, Lessons 11, 12, 13, 15, 17, 18, 21, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 5, Module 4, Lessons 33, 34, 35, 36</p>
<p><b>W.5.6</b></p> <p>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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Level 5, Module 2, Lesson 38</p> <p>Level 5, Module 3, Lesson 39</p> <p>Level 5, Module 4, Lesson 35</p>

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

<b>Alaska Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>W.5.7</b></p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>Level 5, Module 1, Lessons 15, 16, 17, 29, 30, 31, 32, 36, 37, 38</p> <p>Level 5, Module 2, Lessons 11, 12, 13, 14, 15, 19, 20, 23, 24, 25, 26, 27, 28, 32, 33, 36, 37</p> <p>Level 5, Module 4, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 25, 26, 27, 28, 29, 30, 33, 34, 35, 36, 38</p>
<p><b>W.5.8</b></p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>Level 5, Module 1, Lessons 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 26, 27, 28, 29, 30, 31, 32, 36, 37</p> <p>Level 5, Module 2, Lessons 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 19, 20, 22, 23, 24, 25, 26, 27, 28, 30, 32, 36, 39</p> <p>Level 5, Module 3, Lessons 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 5, Module 4, Lessons 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 22, 23, 26, 27, 28, 29, 30, 36, 39</p>
<p><b>W.5.9</b></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Level 5, Module 1, Lessons 15, 16, 17, 30, 32, 36, 37, 38, 39</p>
<p><b>W.5.9.a</b></p> <p>Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].”).</p>	<p>Level 5, Module 1, Lessons 30, 32, 36, 37, 38, 39</p>
<p><b>W.5.9.b</b></p> <p>Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].”).</p>	<p>Level 5, Module 1, Lessons 15, 16, 17</p>

**Writing**

## Range of Writing

Alaska Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.5.10</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 5, Module 1, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 5, Module 2, 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, 31, 32, 33, 36, 37, 38</p> <p>Level 5, Module 3, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 5, Module 4, Lessons 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 35, 36, 37, 39</p>