

1

# Hawai'i Common Core Standards for English Language Arts (2024)



---

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 Hawai'i standards while benefiting from the rich texts and knowledge-building of *Arts & Letters*. A detailed alignment analysis between Hawai'i standards and *Arts & Letters* follows.

## Language

### Conventions of English

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.L.1</b> Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:</p>	<p>Level 1, Module 1, Lessons 6, 11, 15, 16, 19, 20, 21, 27, 28, 29, 32, 33, 37</p> <p>Level 1, Module 2, Lessons 6, 8, 11, 12, 14, 15, 16, 17, 19, 20, 21, 24, 26, 27, 28, 29, 31, 32, 33, 37, 38</p> <p>Level 1, Module 3, Lessons 2, 3, 5, 6, 7, 8, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 28, 30, 31, 32, 33, 34, 38</p> <p>Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 8, 11, 12, 13, 14, 15, 17, 18, 19, 22, 24, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p>
<p><b>1.L.1.a</b> Use common, proper, and possessive nouns.</p>	<p>Level 1, Module 2, Lessons 6, 16</p> <p>Level 1, Module 3, Lesson 2</p>
<p><b>1.L.1.b</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	<p>Level 1, Module 2, Lessons 6, 21, 26, 32, 33, 37, 38</p>
<p><b>1.L.1.c</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p>	<p>Level 1, Module 2, Lessons 27, 32, 37, 38</p> <p>Level 1, Module 4, Lessons 14, 15</p>
<p><b>1.L.1.d</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	<p>Level 1, Module 2, Lesson 11</p> <p>Level 1, Module 4, Lessons 22, 26, 27, 28, 32, 33, 38</p>
<p><b>1.L.1.e</b> Use frequently occurring adjectives.</p>	<p>Level 1, Module 3, Lessons 2, 22, 23, 31, 32, 33, 34</p> <p>Level 1, Module 4, Lessons 4, 5, 8, 11, 13, 15, 17, 24, 29, 31, 32, 36, 37, 39</p>

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.L.1.f</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p>	<p>Level 1, Module 3, Lessons 6, 11, 18, 23, 28, 34 Level 1, Module 4, Lessons 12, 18, 32</p>
<p><b>1.L.1.g</b> Use determiners (e.g., articles, demonstratives).</p>	<p>Level 1, Module 2, Lessons 16, 17, 21</p>
<p><b>1.L.1.h</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p>	<p>Level 1, Module 2, Lessons 16, 24 Level 1, Module 4, Lesson 3</p>
<p><b>1.L.1.i</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Level 1, Module 1, Lessons 6, 11, 15, 16, 19, 20, 21, 27, 28, 29, 32, 33, 37 Level 1, Module 2, Lessons 6, 8, 11, 12, 14, 15, 16, 17, 19, 20, 21, 24, 26, 28, 29, 31, 32, 33, 37, 38 Level 1, Module 3, Lessons 2, 3, 5, 6, 7, 8, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 28, 30, 31, 32, 33, 34, 38 Level 1, Module 4, Lessons 2, 3, 5, 6, 8, 12, 14, 15, 17, 18, 19, 22, 26, 27, 28, 30, 31, 32, 33, 37, 38</p>
<p><b>1.L.2</b> (Addressed in Writing Foundations)</p>	

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

<b>Hawai'i Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>1.L.3</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies:</p>	<p>Level 1, Module 1, Lessons 3, 4, 8, 9, 14, 15, 17, 18, 26, 28, 29, 30, 31</p> <p>Level 1, Module 2, Lessons 6, 14, 18, 21, 26, 32, 33</p> <p>Level 1, Module 3, Lessons 3, 4, 9, 10, 15, 21, 25, 26, 29, 31, 32</p> <p>Level 1, Module 4, Lessons 3, 11, 12, 22, 27, 28, 30</p>
<p><b>1.L.3.a</b></p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Level 1, Module 1, Lessons 3, 4, 8, 9, 14, 15, 17, 18, 26, 28, 29, 30, 31</p> <p>Level 1, Module 2, Lessons 18, 26, 32</p> <p>Level 1, Module 3, Lessons 3, 4, 9, 10, 15, 21, 25, 26, 32</p> <p>Level 1, Module 4, Lessons 3, 11, 12, 27, 30</p>
<p><b>1.L.3.b</b></p> <p>Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p>Level 1, Module 2, Lesson 21</p> <p>Level 1, Module 3, Lessons 3, 4, 29, 31</p> <p>Level 1, Module 4, Lessons 12, 30</p>
<p><b>1.L.3.c</b></p> <p>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>Level 1, Module 2, Lessons 6, 21, 33</p> <p>Level 1, Module 4, Lessons 22, 28</p>
<p><b>1.L.4</b></p> <p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings:</p>	<p>Level 1, Module 1, Lessons 3, 4, 9, 31</p> <p>Level 1, Module 2, Lessons 8, 20</p> <p>Level 1, Module 3, Lessons 2, 10, 25, 31</p> <p>Level 1, Module 4, Lessons 3, 4, 8, 15, 29, 36</p>
<p><b>1.L.4.a</b></p> <p>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>Level 1, Module 4, Lessons 3, 8, 15</p>

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.L.4.b</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	<p>Level 1, Module 3, Lesson 10 Level 1, Module 4, Lessons 29, 36</p>
<p><b>1.L.4.c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p>Level 1, Module 1, Lessons 3, 4, 9, 31 Level 1, Module 2, Lessons 8, 20 Level 1, Module 3, Lessons 2, 31</p>
<p><b>1.L.4.d</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>Level 1, Module 3, Lesson 25 Level 1, Module 4, Lessons 3, 4, 29</p>
<p><b>1.L.5</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>Level 1, Module 1, Lessons 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38 Level 1, Module 2, Lessons 4, 5, 6, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38 Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 8, 9, 10, 11, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39 Level 1, Module 4, Lessons 3, 4, 5, 6, 8, 9, 11, 12, 13, 15, 16, 17, 18, 19, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 37, 38, 39</p>

## Reading Foundations

### Print Concepts

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.RF.1</b></p>	<p>Level 1, Module 1, Lessons 21, 29, 32, 38 Level 1, Module 2, Lesson 15</p>

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
Demonstrate understanding of the organization and basic features of print:	Level 1, Module 3, Lessons 19, 34 Level 1, Module 4, Lessons 27, 33, 38
<b>1.RF.1.a</b> Recognize the capitalization of proper nouns.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program. <i>Arts &amp; Letters</i> intentionally does not address most foundational skills within core materials for grade levels K–2. Some exceptions include morphology instruction, which occurs throughout K–2, and fluency instruction, which begins in grade level 2. <i>Geodes</i> ®, our accessible and information-rich books for emerging and developing readers, provide students with additional opportunities to apply their growing decoding skills while building knowledge on topics that align with <i>Arts &amp; Letters</i> modules.
<b>1.RF.1.b</b> Recognize the meaning of ending punctuation.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program. Level 1, Module 1, Lessons 21, 29, 32, 38 Level 1, Module 2, Lesson 15 Level 1, Module 3, Lessons 19, 34 Level 1, Module 4, Lessons 27, 33, 38
<b>1.RF.1.c</b> Recognize the meaning of a comma within text.	<i>Arts &amp; Letters</i> does not address this standard.

## Reading Foundations

### Phonological Awareness

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<b>1.RF.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes):	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.

<b>Hawai'i Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>1.RF.2.a</b> Add, delete, and substitute syllables in multisyllabic words.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.RF.2.b</b> Blend sounds (phonemes) to orally produce single-syllable words, including short and long vowel sounds, consonant blends, digraphs, and diphthongs.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.RF.2.c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.RF.2.d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes), including short and long vowel sounds.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.RF.2.e</b> Add, delete, or substitute (in words with 5-6 phonemes) individual sounds (phonemes) in initial and final positions in simple, one-syllable words to make new words.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

## Reading Foundations

### Phonics and Word Recognition

<b>Hawai'i Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>1.RF.3</b> Know and apply grade-level phonics and word analysis skills to read:</p>	<p>Level 1, Module 2, Lessons 6, 21 Level 1, Module 4, Lessons 14, 15</p>

<p><b>1.RF.3.a</b> Read regularly spelled one and two-syllable words in isolation and in text, including:</p>	<p>Level 1, Module 2, Lessons 6, 21 Level 1, Module 4, Lessons 14, 15</p>
<p><b>1.RF.3.a.1</b> Short vowel words with CVC, CCVC, CVCC, and CCVCC patterns</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.RF.3.a.10</b> Prefixes</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.RF.3.a.11</b> Compound Words</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.RF.3.a.12</b> Contractions</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.RF.3.a.13</b> Possessives</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program. Level 1, Module 4, Lessons 14, 15</p>
<p><b>1.RF.3.a.14</b> Plurals</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program. Level 1, Module 2, Lessons 6, 21</p>
<p><b>1.RF.3.a.2</b> Digraphs (sh, ch, wh, th, ng, ck)</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.RF.3.a.3</b> Vowel-Consonant-Silent e (VCe) (e.g., cave)</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

<p><b>1.RF.3.a.4</b> Vowel Teams (e.g., pain)</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.RF.3.a.5</b> R-Controlled Vowels (ar, er, ir, or, ur)</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.RF.3.a.6</b> Diphthongs</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.RF.3.a.7</b> Closed Syllables</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.RF.3.a.8</b> Open Syllables</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.RF.3.a.9</b> Inflectional Suffixes with no spelling change (e.g., help, helps, helped, helping)</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.RF.3.b</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.RF.3.c</b> Read common, grade-appropriate decodable and irregularly-spelled high-frequency words by sight (e.g., eat, can, the, of, to, you, she, my, is, are, do, does).</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

## Reading Foundations

### Fluency

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.RF.4</b> Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

## Reading Informational

### Key Ideas and Details

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.RI.1</b> Ask and answer questions about key details in a text.</p>	<p>Level 1, Module 1, Lessons 6, 11, 16, 21, 28, 33 Level 1, Module 2, Lessons 6, 7, 8, 9, 10, 11, 14, 16, 17, 18, 19, 20, 21, 28, 33, 35, 36 Level 1, Module 3, Lessons 6, 7, 8, 9, 10, 13, 23, 26, 28, 29, 30, 32, 34, 37 Level 1, Module 4, Lessons 6, 7, 8, 9, 10, 11, 23, 26, 27, 32, 33</p>
<p><b>1.RI.1.SL</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Level 1, Module 1, Lessons 6, 11, 16, 21, 28, 33 Level 1, Module 2, Lessons 6, 7, 8, 9, 10, 11, 14, 16, 17, 18, 19, 20, 21, 28, 33, 35, 36 Level 1, Module 3, Lessons 6, 7, 8, 9, 10, 13, 23, 26, 28, 29, 30, 32, 34, 37 Level 1, Module 4, Lessons 6, 7, 8, 9, 10, 11, 23, 26, 27, 32, 33</p>
<p><b>1.RI.2</b> Analyze informational text development:</p>	<p>Level 1, Module 2, Lessons 8, 18, 19, 36 Level 1, Module 3, Lessons 8, 27, 33, 37 Level 1, Module 4, Lessons 7, 10, 26</p>

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.RI.2.a</b> Identify the main/central topic of a text.</p>	<p>Level 1, Module 2, Lessons 8, 18, 19, 36 Level 1, Module 3, Lessons 8, 37 Level 1, Module 4, Lessons 7, 10, 26</p>
<p><b>1.RI.2.b</b> Retell key details of a text.</p>	<p>Level 1, Module 2, Lessons 8, 18, 19, 36 Level 1, Module 3, Lessons 8, 37 Level 1, Module 4, Lessons 7, 10, 26</p>
<p><b>1.RI.2.SL</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Level 1, Module 2, Lesson 36 Level 1, Module 3, Lessons 27, 33, 37</p>
<p><b>1.RI.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Level 1, Module 2, Lessons 8, 9, 10, 14, 18, 19, 20 Level 1, Module 3, Lessons 26, 32, 34</p>
<p><b>1.RI.3.SL</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 27 Level 1, Module 2, Lessons 5, 15, 27, 32 Level 1, Module 3, Lessons 5, 17, 22, 27, 33 Level 1, Module 4, Lessons 5, 17, 25, 31, 36</p>

## Reading Informational

### Craft and Structure

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.RI.4</b> Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.</p>	<p>Level 1, Module 2, Lessons 18, 21, 33 Level 1, Module 3, Lessons 9, 10, 30, 32 Level 1, Module 4, Lessons 8, 9, 11, 32</p>

<b>Hawai'i Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>1.RI.4.La</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies:</p>	<p>Level 1, Module 2, Lessons 18, 21, 33</p> <p>Level 1, Module 3, Lessons 9, 10, 32</p> <p>Level 1, Module 4, Lesson 30</p>
<p><b>1.RI.4.La.a</b></p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Level 1, Module 2, Lesson 18</p> <p>Level 1, Module 3, Lessons 9, 10, 32</p> <p>Level 1, Module 4, Lesson 30</p>
<p><b>1.RI.4.La.b</b></p> <p>Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p>Level 1, Module 2, Lesson 21</p> <p>Level 1, Module 4, Lesson 30</p>
<p><b>1.RI.4.La.c</b></p> <p>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>Level 1, Module 2, Lessons 21, 33</p>
<p><b>1.RI.4.Lb</b></p> <p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings:</p>	<p>Level 1, Module 1, Lesson 31</p> <p>Level 1, Module 2, Lessons 8, 20</p> <p>Level 1, Module 3, Lessons 10, 25, 31</p> <p>Level 1, Module 4, Lessons 8, 15</p>
<p><b>1.RI.4.Lb.a</b></p> <p>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>Level 1, Module 4, Lessons 8, 15</p>
<p><b>1.RI.4.Lb.b</b></p> <p>Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	<p>Level 1, Module 3, Lesson 10</p>

<b>Hawai'i Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>1.RI.4.Lb.c</b></p> <p>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p>Level 1, Module 1, Lesson 31</p> <p>Level 1, Module 2, Lessons 8, 20</p> <p>Level 1, Module 3, Lesson 31</p>
<p><b>1.RI.4.Lb.d</b></p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>Level 1, Module 3, Lesson 25</p>
<p><b>1.RI.4.SL</b></p> <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p><i>Arts &amp; Letters</i> does not address this standard.</p>
<p><b>1.RI.5</b></p> <p>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>Level 1, Module 2, Lessons 9, 10, 14, 19</p> <p>Level 1, Module 3, Lessons 9, 30, 32</p> <p>Level 1, Module 4, Lessons 8, 9, 10, 11</p>
<p><b>1.RI.6</b></p> <p>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Level 1, Module 2, Lessons 6, 14</p> <p>Level 1, Module 4, Lessons 10, 26, 33</p>

## Reading Informational

### Integration of Knowledge and Ideas

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.RI.7</b> Use the visual aids and details in a text to describe its key ideas.</p>	<p>Level 1, Module 1, Lessons 28, 33                      Level 1, Module 2, Lessons 6, 8, 9, 11, 14, 16, 18, 19, 20                      Level 1, Module 3, Lessons 9, 26, 28, 34                      Level 1, Module 4, Lessons 8, 9, 10, 11, 33</p>
<p><b>1.RI.8</b> Identify the reasons an author gives to support points in a text.</p>	<p>Level 1, Module 3, Lessons 32, 34                      Level 1, Module 4, Lessons 7, 26</p>
<p><b>1.RI.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Level 1, Module 2, Lessons 6, 11                      Level 1, Module 3, Lessons 6, 9, 34</p>

## Reading Informational

### Range of Reading and Level of Text Complexity

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.RI.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Level 1, Module 1, Lessons 6, 11, 16, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36                      Level 1, Module 2, Lessons 6, 7, 8, 9, 10, 11, 14, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36                      Level 1, Module 3, Lessons 6, 7, 8, 9, 10, 13, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37                      Level 1, Module 4, Lessons 6, 7, 8, 9, 10, 11, 23, 26, 27, 32, 33</p>

## Reading Literature

### Key Ideas and Details

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.RL.1</b> Ask and answer questions about key details in a text.</p>	<p>Level 1, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 1, Module 2, Lessons 2, 3, 4, 5, 6, 12, 13, 15, 23, 24, 25, 26, 27, 29, 30, 31, 32, 36</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 31, 33, 37</p> <p>Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>
<p><b>1.RL.1.SL</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Level 1, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 1, Module 2, Lessons 2, 3, 4, 5, 6, 12, 13, 15, 23, 24, 25, 26, 27, 29, 30, 31, 32, 36</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 31, 33, 37</p> <p>Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>
<p><b>1.RL.2</b> Analyze literary text development:</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32, 36</p> <p>Level 1, Module 2, Lessons 3, 5, 13, 15, 25, 27, 30, 32, 36</p> <p>Level 1, Module 3, Lessons 3, 5, 15, 17, 20, 22, 25, 27, 31, 33, 37</p> <p>Level 1, Module 4, Lessons 3, 5, 15, 17, 23, 25, 29, 31, 36</p>
<p><b>1.RL.2.a</b> Demonstrate understanding of the lesson in the story.</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32, 36</p> <p>Level 1, Module 2, Lessons 5, 15, 27, 32, 36</p> <p>Level 1, Module 3, Lessons 5, 17, 22, 27, 33, 37</p> <p>Level 1, Module 4, Lessons 5, 17, 25, 31, 36</p>

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.RL.2.b</b> Retell stories, including key details.</p>	<p>Level 1, Module 2, Lessons 3, 13, 25, 30 Level 1, Module 3, Lessons 3, 15, 20, 25, 31 Level 1, Module 4, Lessons 3, 15, 23, 29</p>
<p><b>1.RL.2.SL</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32, 36 Level 1, Module 2, Lessons 5, 15, 27, 32, 36 Level 1, Module 3, Lessons 5, 17, 22, 27, 33, 37 Level 1, Module 4, Lessons 5, 17, 25, 31, 36</p>
<p><b>1.RL.3</b> Describe story elements:</p>	<p>Level 1, Module 1, Lessons 3, 4, 5, 8, 9, 10, 13, 14, 15, 16, 18, 19, 21, 25, 26, 27, 30, 31 Level 1, Module 2, Lessons 3, 4, 5, 13, 15, 25, 26, 27, 30, 31, 32 Level 1, Module 3, Lessons 3, 4, 5, 15, 16, 17, 20, 21, 22, 25, 27, 31, 33 Level 1, Module 4, Lessons 3, 4, 5, 15, 16, 17, 23, 24, 25, 29, 30, 31, 32, 33, 36</p>
<p><b>1.RL.3.a</b> Using key details, describe characters and their feelings, settings, major events (plot), problems, and solutions in a story.</p>	<p>Level 1, Module 1, Lessons 3, 4, 5, 8, 9, 10, 13, 14, 15, 16, 18, 19, 21, 25, 26, 27, 30, 31 Level 1, Module 2, Lessons 3, 4, 5, 13, 15, 25, 26, 27, 30, 31, 32 Level 1, Module 3, Lessons 3, 4, 5, 15, 16, 17, 20, 21, 22, 25, 27, 31, 33 Level 1, Module 4, Lessons 3, 4, 5, 15, 16, 17, 23, 24, 25, 29, 30, 31, 32, 33, 36</p>
<p><b>1.RL.3.SL</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 27 Level 1, Module 2, Lessons 5, 15, 27, 32 Level 1, Module 3, Lessons 17, 22, 27, 33 Level 1, Module 4, Lessons 5, 17, 25, 31, 36</p>

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

<b>Hawai'i Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>1.RL.4</b></p> <p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>Level 1, Module 1, Lesson 26</p> <p>Level 1, Module 3, Lessons 21, 25</p> <p>Level 1, Module 4, Lessons 23, 30</p>
<p><b>1.RL.4.La</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies:</p>	<p>Level 1, Module 1, Lesson 26</p> <p>Level 1, Module 3, Lessons 21, 25</p> <p>Level 1, Module 4, Lesson 30</p>
<p><b>1.RL.4.La.a</b></p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Level 1, Module 1, Lesson 26</p> <p>Level 1, Module 3, Lessons 21, 25</p> <p>Level 1, Module 4, Lesson 30</p>
<p><b>1.RL.4.La.b</b></p> <p>Use frequently occurring affixes as a clue to the meaning of a word. c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>Level 1, Module 4, Lesson 30</p>
<p><b>1.RL.4.Lb</b></p> <p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings:</p>	<p>Level 1, Module 1, Lessons 3, 4, 9</p> <p>Level 1, Module 3, Lesson 2</p> <p>Level 1, Module 4, Lessons 3, 4, 15, 29, 36</p>
<p><b>1.RL.4.Lb.a</b></p> <p>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>Level 1, Module 4, Lessons 3, 15</p>

<p><b>1.RL.4.Lb.b</b></p> <p>Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	<p>Level 1, Module 4, Lessons 29, 36</p>
<p><b>1.RL.4.Lb.c</b></p> <p>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p>Level 1, Module 1, Lessons 3, 4, 9</p> <p>Level 1, Module 3, Lesson 2</p>

## Speaking and Listening

### Craft and Structure

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.RL.4.Lb.d</b></p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>Level 1, Module 4, Lessons 3, 4, 29</p>
<p><b>1.RL.4.SL</b></p> <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p><i>Arts &amp; Letters</i> does not address this standard.</p>
<p><b>1.RL.5</b></p> <p>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>Level 1, Module 1, Lesson 6</p> <p>Level 1, Module 2, Lesson 18</p> <p>Level 1, Module 3, Lessons 3, 15, 25</p> <p>Level 1, Module 4, Lessons 3, 9, 15, 23, 29, 32, 33</p>
<p><b>1.RL.6</b></p> <p>Identify who is telling the story at various points in a text.</p>	<p>Level 1, Module 1, Lessons 14, 26</p> <p>Level 1, Module 4, Lessons 23, 29</p>

## Speaking and Listening

### Integration of Knowledge and Ideas

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.RL.7</b></p> <p>Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>Level 1, Module 1, Lessons 4, 8, 9, 13, 14, 15, 17, 19, 20, 26, 30, 31, 32, 33</p> <p>Level 1, Module 2, Lessons 4, 5, 6, 13, 15, 25, 26, 27, 32</p> <p>Level 1, Module 3, Lessons 3, 4, 20, 22, 31, 33</p> <p>Level 1, Module 4, Lessons 3, 16, 30, 33</p>
<p><b>1.RL.9</b></p> <p>Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Level 1, Module 3, Lesson 21</p> <p>Level 1, Module 4, Lessons 6, 18, 24, 27, 36</p>

## Speaking and Listening

### Range of Reading and Level of Text Complexity

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.RL.10</b></p> <p>With prompting and support, read literary texts appropriately complex for grade 1.</p>	<p>Level 1, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 35, 36</p> <p>Level 1, Module 2, Lessons 2, 3, 4, 5, 6, 12, 13, 15, 36</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 29, 37</p> <p>Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>

## Speaking and Listening

### Comprehension and Collaboration

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.SL.1</b></p> <p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups:</p>	<p>Level 1, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37</p> <p>Level 1, Module 2, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38</p> <p>Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p><b>1.SL.1.a</b></p> <p>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Level 1, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37</p> <p>Level 1, Module 2, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38</p> <p>Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p><b>1.SL.1.b</b></p> <p>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>Level 1, Module 3, Lessons 17, 22, 27, 33, 37</p> <p>Level 1, Module 4, Lessons 25, 31, 36</p>
<p><b>1.SL.1.c</b></p> <p>Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Level 1, Module 4, Lessons 5, 25, 31, 36</p>
<p><b>1.SL.2</b></p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Level 1, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
	Level 1, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36  Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37  Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36
<b>1.SL.3</b>  Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Level 1, Module 4, Lessons 17, 25, 31, 36

## Speaking and Listening

### Presentation of Knowledge and Ideas

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<b>1.SL.4</b>  Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Level 1, Module 1, Lessons 5, 10, 15, 19, 20, 27, 28, 31, 32, 33, 36, 37, 38  Level 1, Module 2, Lessons 5, 15, 20, 26, 27, 32, 36, 37  Level 1, Module 3, Lessons 5, 14, 15, 16, 17, 20, 21, 22, 23, 26, 27, 28, 29, 32, 33, 37, 38, 39  Level 1, Module 4, Lessons 5, 17, 18, 19, 25, 26, 30, 31, 32, 36, 37, 38, 39
<b>1.SL.5</b>  Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.	Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32, 36  Level 1, Module 2, Lessons 5, 15, 27, 32, 36, 38  Level 1, Module 3, Lessons 5, 8, 17, 22, 27, 28, 29, 33, 37, 38, 39  Level 1, Module 4, Lessons 5, 17, 25, 31, 36, 39

## Writing

### Text Types and Purposes

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.W.1</b></p> <p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>Level 1, Module 3, Lessons 11, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 37, 38, 39</p> <p>Level 1, Module 4, Lessons 29, 30, 31, 32, 33, 36, 37, 38, 39</p>
<p><b>1.W.2</b></p> <p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>Level 1, Module 2, Lessons 13, 14, 15, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p><b>1.W.3</b></p> <p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Level 1, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37, 38</p> <p>Level 1, Module 4, Lessons 16, 17, 18, 19, 23, 24, 25, 26, 27</p>

## Writing

### Production and Distribution of Writing

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.W.4</b></p> <p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>Level 1, Module 1, Lessons 16, 21, 29, 30, 32, 38</p> <p>Level 1, Module 2, Lessons 15, 21, 27, 33, 38</p> <p>Level 1, Module 3, Lessons 18, 22, 23, 27, 32, 34, 38</p> <p>Level 1, Module 4, Lessons 13, 19, 27, 33, 38, 39</p>
<p><b>1.W.5</b></p> <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Level 1, Module 4, Lessons 12, 13, 37, 39</p>

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<b>1.W.5.SL</b> Leverage available technology to clarify ideas, thoughts, and feelings.	Level 1, Module 4, Lessons 37, 39

## Writing

### Research to Build and Present Knowledge

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<b>1.W.6</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions):	Level 1, Module 1, Lessons 3, 4, 9, 12, 13, 14, 17, 18, 19, 20, 24, 25, 26, 27, 31, 32, 36, 37 Level 1, Module 2, Lessons 2, 3, 4, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37 Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 11, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 37, 38 Level 1, Module 4, Lessons 2, 3, 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, 33, 36, 37, 39
<b>1.W.6.a</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Level 1, Module 1, Lessons 3, 4, 9, 12, 13, 14, 17, 18, 19, 20, 24, 25, 26, 27, 31, 32, 36, 37 Level 1, Module 2, Lessons 2, 3, 4, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37 Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 11, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 37, 38 Level 1, Module 4, Lessons 2, 3, 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, 33, 36, 37, 39

## Writing Foundations

### Handwriting, Spelling, and Sentence Formation

Hawai'i Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.WF.1</b> Demonstrate and apply correct handwriting skills:</p>	<p>Level 1, Module 1, Lessons 13, 14, 15, 16, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37, 38</p> <p>Level 1, Module 2, Lessons 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 37, 38</p> <p>Level 1, Module 4, Lessons 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p>
<p><b>1.WF.1.a</b> Write upper- and lowercase manuscript alphabet from memory using correct letter formation.</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address manuscript or cursive writing. Students have ample opportunities to write fluently for many purposes.</p> <p>Level 1, Module 1, Lessons 13, 14, 15, 16, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37, 38</p> <p>Level 1, Module 2, Lessons 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 37, 38</p> <p>Level 1, Module 4, Lessons 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p>
<p><b>1.WF.1.b</b> Write the common grapheme (letter or letter group) for each phoneme.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

<p><b>1.WF.1.c</b> Write with appropriate spacing between letters and words.</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address manuscript or cursive writing. Students have ample opportunities to write fluently for many purposes.</p> <p>Level 1, Module 1, Lessons 15, 16, 19, 20, 21, 27, 28, 29, 32, 37, 38                      Level 1, Module 2, Lessons 14, 15, 20, 21, 26, 27, 32, 33, 37, 38                      Level 1, Module 3, Lessons 17, 18, 23, 33, 34                      Level 1, Module 4, Lessons 18, 19, 26, 27, 32, 33, 38</p>
<p><b>1.WF.2</b> Know and apply phonics and word analysis skills when encoding words:</p>	<p>Level 1, Module 3, Lessons 14, 15, 16, 17, 18, 21, 22, 23, 26, 27, 31, 32, 33, 34, 38                      Level 1, Module 4, Lessons 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 30, 31, 32, 33, 37, 38, 39</p>
<p><b>1.WF.2.a</b> Spell common, regular, single-syllable words using:</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.WF.2.a.1</b> Short vowels and single consonants</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.WF.2.a.2</b> Consonant graphemes including qu, x, and -ck</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.WF.2.a.3</b> Digraphs (e.g., thin, shop, when, much, sing)</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.WF.2.a.4</b> Doubled letters (e.g., off, will, mess)</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.WF.2.a.5</b> Initial and final consonant blends (e.g., must, slab, plump)</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

<p><b>1.WF.2.a.6</b> Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like) and open syllables (e.g., go, cry)</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>1.WF.2.b</b> Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.</p>	<p>Level 1, Module 3, Lessons 14, 15, 16, 17, 18, 21, 22, 23, 26, 27, 31, 32, 33, 34, 38 Level 1, Module 4, Lessons 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 30, 31, 32, 33, 37, 38, 39</p>
<p><b>1.WF.3</b> Demonstrate command of the conventions of English when writing sentences and single paragraphs:</p>	<p>Level 1, Module 1, Lessons 6, 11, 15, 16, 19, 20, 21, 27, 28, 29, 32, 33, 37, 38 Level 1, Module 2, Lessons 6, 8, 11, 12, 14, 15, 16, 17, 19, 20, 21, 24, 26, 28, 29, 31, 32, 33, 37, 38 Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 28, 30, 31, 32, 33, 34, 38 Level 1, Module 4, Lessons 2, 3, 5, 6, 8, 12, 14, 15, 17, 18, 19, 22, 26, 27, 28, 30, 31, 32, 33, 37, 38</p>
<p><b>1.WF.3.a</b> Produce and expand complete simple and compound sentences in response to prompts.</p>	<p>Level 1, Module 1, Lessons 6, 11, 15, 16, 19, 20, 21, 27, 28, 29, 32, 33, 37 Level 1, Module 2, Lessons 6, 8, 11, 12, 14, 15, 16, 17, 19, 20, 21, 24, 26, 28, 29, 31, 32, 33, 37, 38 Level 1, Module 3, Lessons 2, 3, 5, 6, 7, 8, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 28, 30, 31, 32, 33, 34, 38 Level 1, Module 4, Lessons 2, 3, 5, 6, 8, 12, 14, 15, 17, 18, 19, 22, 26, 27, 28, 30, 31, 32, 33, 37, 38</p>
<p><b>1.WF.3.b</b> Produce and expand declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Level 1, Module 1, Lessons 6, 11, 15, 16, 19, 20, 21, 27, 28, 29, 32, 33, 37 Level 1, Module 2, Lessons 6, 8, 11, 12, 14, 15, 16, 17, 19, 20, 21, 24, 26, 28, 29, 31, 32, 33, 37, 38 Level 1, Module 3, Lessons 2, 3, 5, 6, 7, 8, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 28, 30, 31, 32, 33, 34, 38</p>

1 | Hawai'i Common Core Standards for English Language Arts Correlation to *Arts & Letters*

	Level 1, Module 4, Lessons 2, 3, 5, 6, 8, 12, 14, 15, 17, 18, 19, 22, 26, 27, 28, 30, 31, 32, 33, 37, 38
<p><b>1.WF.3.c</b> Capitalize dates and names of people.</p>	<p>Level 1, Module 1, Lessons 16, 29, 32, 38 Level 1, Module 3, Lesson 16</p>
<p><b>1.WF.3.d</b> Use correct end punctuation for sentences.</p>	<p>Level 1, Module 1, Lessons 21, 29, 32, 38 Level 1, Module 2, Lesson 15 Level 1, Module 3, Lessons 19, 21, 23, 31, 32, 33, 34 Level 1, Module 4, Lessons 18, 19, 26, 27, 32, 33, 38</p>
<p><b>1.WF.3.e</b> Use commas in dates and to separate single words in a series.</p>	<p>Level 1, Module 3, Lessons 3, 4</p>