

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 Arts & Letters |
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| 6.L.1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: | Level 6, Module 1, Lessons 4, 6, 18, 22, 38, 39 Level 6, Module 2, Lessons 21, 30 Level 6, Module 3, Lessons 14, 22 Level 6, Module 4, Lesson 8 |
| 6.L.1.a Use pronouns in the proper case (subjective, objective, possessive). | Level 6, Module 1, Lessons 4, 6, 22, 38, 39 |
| 6.L.1.b Use intensive pronouns (e.g., myself, ourselves). | Level 6, Module 1, Lessons 18, 22, 38, 39 |
| 6.L.1.c Use correct pronoun number and person. | Level 6, Module 3, Lessons 14, 22 |
| 6.L.1.d Use clear pronouns for unclear antecedents. | Level 6, Module 2, Lessons 21, 30 Level 6, Module 4, Lesson 8 |
| 6.L.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing: | Level 6, Module 1, Lessons 9, 14 Level 6, Module 2, Lessons 3, 16, 33 Level 6, Module 3, Lessons 30, 31, 32, 37, 38, 39 Level 6, Module 4, Lesson 28 |
| 6.L.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | Level 6, Module 1, Lessons 9, 14 Level 6, Module 2, Lessons 3, 16, 33 Level 6, Module 3, Lessons 30, 31, 32, 37, 38, 39 Level 6, Module 4, Lesson 28 |

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>6.L.2.b Spell correctly.</p> | <p>Level 6, Module 1, Lessons 22, 23, 32, 33, 38, 39 Level 6, Module 2, Lessons 19, 20, 28, 29, 30, 37, 38, 39 Level 6, Module 3, Lessons 18, 19, 30, 31, 37, 38, 39 Level 6, Module 4, Lesson 34</p> |

Language

Vocabulary Acquisition and Use

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
|---|--|
| <p>6.L.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies:</p> | <p>Level 6, Module 1, Lessons 3, 11, 18, 22, 35 Level 6, Module 2, Lessons 2, 8, 13, 14, 17, 24, 35 Level 6, Module 3, Lessons 2, 3, 9, 12, 21, 35 Level 6, Module 4, Lessons 2, 5, 8, 14, 19, 20, 32</p> |
| <p>6.L.3.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> | <p>Level 6, Module 1, Lesson 18 Level 6, Module 2, Lesson 2 Level 6, Module 3, Lesson 2 Level 6, Module 4, Lessons 2, 5, 14, 20</p> |
| <p>6.L.3.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> | <p>Level 6, Module 1, Lessons 3, 11, 22, 35 Level 6, Module 2, Lessons 2, 8, 13, 14, 17, 24, 35 Level 6, Module 3, Lessons 3, 9, 12, 21, 35 Level 6, Module 4, Lessons 2, 14, 19, 32</p> |
| <p>6.L.3.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> | <p>Level 6, Module 2, Lesson 2 Level 6, Module 3, Lesson 3 Level 6, Module 4, Lessons 2, 8, 14, 20</p> |

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>6.L.3.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <p>Level 6, Module 4, Lessons 2, 14, 20</p> |
| <p>6.L.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:</p> | <p>Level 6, Module 1, Lessons 6, 15, 27, 31 Level 6, Module 2, Lessons 3, 6, 14, 16, 22, 32, 36 Level 6, Module 3, Lessons 10, 17, 32 Level 6, Module 4, Lessons 3, 6, 13, 20, 21, 25</p> |
| <p>6.L.4.a Interpret figures of speech (e.g., personification) in context.</p> | <p>Level 6, Module 1, Lessons 15, 27, 31 Level 6, Module 2, Lessons 6, 14, 16, 22, 32 Level 6, Module 3, Lessons 10, 32 Level 6, Module 4, Lesson 25</p> |
| <p>6.L.4.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> | <p>Level 6, Module 1, Lessons 6, 15 Level 6, Module 2, Lesson 14 Level 6, Module 4, Lessons 6, 20</p> |
| <p>6.L.4.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> | <p>Level 6, Module 2, Lessons 3, 36 Level 6, Module 3, Lesson 17 Level 6, Module 4, Lessons 3, 6, 13, 21</p> |

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| <p>6.L.5</p> <p>Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>Level 6, Module 1, Lessons 2, 3, 7, 9, 12, 15, 18, 21, 22, 23, 26, 27, 29, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 6, Module 2, Lessons 2, 6, 8, 10, 11, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 36, 37, 38, 39</p> <p>Level 6, Module 3, Lessons 2, 3, 9, 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>Level 6, Module 4, Lessons 2, 5, 6, 7, 8, 14, 15, 16, 20, 21, 23, 24, 27, 28, 30, 39</p> |
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Reading Foundations

Fluency

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
|---|--|
| <p>6.RF.4</p> <p>Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.</p> | <p>Level 6, Module 1, Lessons 2, 3, 4, 6, 28</p> <p>Level 6, Module 2, Lessons 4, 5, 6, 31</p> <p>Level 6, Module 3, Lessons 3, 4, 5, 6</p> <p>Level 6, Module 4, Lessons 2, 3</p> |

Reading Informational

Key Ideas and Details

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
|---|---|
| <p>6.RI.1</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | <p>Level 6, Module 1, Lessons 3, 4, 5, 6, 7, 8, 9, 11, 18, 22, 23, 30, 36, 37</p> <p>Level 6, Module 2, 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, 35, 36</p> <p>Level 6, Module 3, Lessons 6, 9, 11, 13, 14, 15, 19, 26, 32, 36</p> <p>Level 6, Module 4, Lessons 5, 24, 39</p> |

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| <p>6.RI.1.SL Delineate a speaker's argument and specific claims distinguishing claims that are supported by reasons and evidence from claims that are not.</p> | <p>Level 6, Module 2, Lessons 5, 21</p> |
| <p>6.RI.2 Analyze informational text development:</p> | <p>Level 6, Module 1, Lessons 3, 7, 36 Level 6, Module 2, Lessons 10, 19, 23, 26, 30</p> |
| <p>6.RI.2.a Determine a main/central idea of a text.</p> | <p>Level 6, Module 1, Lesson 7 Level 6, Module 2, Lessons 10, 19, 26, 30</p> |
| <p>6.RI.2.b Incorporate key details that convey the main/central idea into an objective summary of the text.</p> | <p>Level 6, Module 1, Lesson 3 Level 6, Module 2, Lesson 23</p> |
| <p>6.RI.2.SL Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> | <p>Level 6, Module 1, Lessons 3, 7, 36</p> |
| <p>6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> | <p>Level 6, Module 2, Lessons 3, 4, 6, 7, 8, 10, 14, 15, 17, 19, 20, 22, 23, 24, 26, 29</p> |
| <p>6.RI.3.SL Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p>Level 6, Module 2, Lessons 10, 19, 26</p> |

Reading Informational**Craft and Structure**

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
|--|---|
| <p>6.RI.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> | <p>Level 6, Module 1, Lessons 3, 7</p> <p>Level 6, Module 2, Lessons 6, 16, 22</p> <p>Level 6, Module 3, Lesson 32</p> <p>Level 6, Module 4, Lesson 5</p> |
| <p>6.RI.4.La</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies:</p> | <p>Level 6, Module 1, Lesson 3</p> <p>Level 6, Module 4, Lesson 5</p> |
| <p>6.RI.4.La.a</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> | <p>Level 6, Module 4, Lesson 5</p> |
| <p>6.RI.4.La.b</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> | <p>Level 6, Module 1, Lesson 3</p> |
| <p>6.RI.4.La.c</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> | <p><i>Arts & Letters</i> does not address this standard.</p> |
| <p>6.RI.4.La.d</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <p><i>Arts & Letters</i> does not address this standard.</p> |

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>6.RI.4.Lb Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:</p> | <p>Level 6, Module 1, Lesson 6 Level 6, Module 2, Lessons 3, 6, 14, 16, 22, 32 Level 6, Module 3, Lesson 32</p> |
| <p>6.RI.4.Lb.a Interpret figures of speech (e.g., personification) in context.</p> | <p>Level 6, Module 2, Lessons 6, 14, 16, 22, 32 Level 6, Module 3, Lesson 32</p> |
| <p>6.RI.4.Lb.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> | <p>Level 6, Module 1, Lesson 6 Level 6, Module 2, Lesson 14</p> |
| <p>6.RI.4.Lb.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> | <p>Level 6, Module 2, Lesson 3</p> |
| <p>6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> | <p>Level 6, Module 1, Lesson 5 Level 6, Module 2, Lessons 6, 9, 25, 30</p> |
| <p>6.RI.6 Determine an author's point of view/perspective or purpose in a text and explain how it is conveyed in the text.</p> | <p>Level 6, Module 2, Lessons 3, 8, 10, 18, 21, 24, 28, 29, 30</p> |

Reading Informational**Integration of Knowledge and Ideas**

| Hawai'i Standards | Aligned Components of Arts & Letters |
|---|---|
| <p>6.RI.7</p> <p>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> | <p>Level 6, Module 1, Lessons 3, 5, 6, 7, 8</p> <p>Level 6, Module 2, Lessons 8, 14, 15, 21, 23</p> |
| <p>6.RI.8</p> <p>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> | <p>Level 6, Module 2, Lessons 21, 28, 31</p> |
| <p>6.RI.9</p> <p>Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> | <p>Level 6, Module 2, Lessons 5, 7, 29, 30</p> <p>Level 6, Module 3, Lesson 9</p> |

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

| Hawai'i Standards | Aligned Components of Arts & Letters |
|---|--|
| <p>6.RI.10</p> <p>Read and comprehend informational texts appropriately complex for grade 6.</p> | <p>Level 6, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 11, 18, 22, 23, 30, 36, 37</p> <p>Level 6, Module 2, 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, 35, 36</p> <p>Level 6, Module 3, Lessons 6, 9, 11, 13, 14, 15, 19, 26, 32, 36</p> <p>Level 6, Module 4, Lessons 5, 24, 39</p> |

Reading Literature**Key Ideas and Details**

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>6.RL.1</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | <p>Level 6, Module 1, Lessons 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37</p> <p>Level 6, Module 2, Lessons 3, 32, 36</p> <p>Level 6, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35, 36</p> <p>Level 6, Module 4, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 39</p> |
| <p>6.RL.1.SL</p> <p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> | <p>Level 6, Module 3, Lessons 7, 12, 22, 30</p> <p>Level 6, Module 4, Lessons 4, 28</p> |
| <p>6.RL.2</p> <p>Analyze literary text development:</p> | <p>Level 6, Module 1, Lessons 3, 7, 21, 32, 36</p> <p>Level 6, Module 3, Lessons 18, 31</p> <p>Level 6, Module 4, Lessons 7, 23, 27</p> |
| <p>6.RL.2.a</p> <p>Determine a theme of a text and how it is conveyed through particular details.</p> | <p>Level 6, Module 1, Lessons 21, 32</p> <p>Level 6, Module 3, Lessons 18, 31</p> <p>Level 6, Module 4, Lessons 7, 23, 27</p> |
| <p>6.RL.2.b</p> <p>Incorporate a theme and story details into an objective summary of the text.</p> | <p><i>Arts & Letters</i> does not address this standard.</p> |

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| <p>6.RL.2.SL</p> <p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> | <p>Level 6, Module 1, Lessons 3, 7, 36</p> |
| <p>6.RL.3</p> <p>Analyze literary elements:</p> | <p>Level 6, Module 1, Lessons 14, 15, 17, 19, 21, 23, 24, 25, 27, 28, 29, 30</p> <p>Level 6, Module 3, Lessons 4, 5, 7, 8, 12, 13, 17, 18, 22, 23, 24, 25, 28, 29, 30</p> <p>Level 6, Module 4, Lessons 12, 15, 21, 23</p> |
| <p>6.RL.3.a</p> <p>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> | <p>Level 6, Module 1, Lessons 14, 15, 17, 19, 21, 23, 24, 25, 27, 28, 29, 30</p> <p>Level 6, Module 3, Lessons 4, 5, 7, 8, 12, 13, 17, 18, 22, 23, 24, 25, 28, 29, 30</p> <p>Level 6, Module 4, Lessons 12, 15, 21, 23</p> |
| <p>6.RL.3.SL</p> <p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p>Level 6, Module 1, Lesson 21</p> <p>Level 6, Module 3, Lesson 18</p> <p>Level 6, Module 4, Lesson 23</p> |

Reading Literature

Craft and Structure

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
|---|---|
| <p>6.RL.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> | <p>Level 6, Module 1, Lessons 15, 27, 31</p> <p>Level 6, Module 2, Lesson 32</p> <p>Level 6, Module 3, Lessons 2, 7, 10, 12, 14, 27</p> <p>Level 6, Module 4, Lessons 2, 3, 6, 13, 14, 26</p> |

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>6.RL.4.La</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies:</p> | <p>Level 6, Module 3, Lessons 2, 7, 12</p> <p>Level 6, Module 4, Lessons 2, 14</p> |
| <p>6.RL.4.La.a</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> | <p>Level 6, Module 3, Lessons 2, 7</p> <p>Level 6, Module 4, Lessons 2, 14</p> |
| <p>6.RL.4.La.b</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> | <p>Level 6, Module 3, Lesson 12</p> <p>Level 6, Module 4, Lessons 2, 14</p> |
| <p>6.RL.4.La.c</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> | <p>Level 6, Module 4, Lessons 2, 14</p> |
| <p>6.RL.4.La.d</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <p>Level 6, Module 4, Lessons 2, 14</p> |
| <p>6.RL.4.Lb</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:</p> | <p>Level 6, Module 1, Lessons 15, 27, 31</p> <p>Level 6, Module 2, Lesson 32</p> <p>Level 6, Module 3, Lessons 10, 17</p> <p>Level 6, Module 4, Lessons 3, 6, 13, 20, 21, 25</p> |

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| <p>6.RL.4.Lb.a Interpret figures of speech (e.g., personification) in context.</p> | <p>Level 6, Module 1, Lessons 15, 27, 31 Level 6, Module 2, Lesson 32 Level 6, Module 3, Lesson 10 Level 6, Module 4, Lesson 25</p> |
| <p>6.RL.4.Lb.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> | <p>Level 6, Module 1, Lesson 15 Level 6, Module 4, Lessons 6, 20</p> |
| <p>6.RL.4.Lb.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> | <p>Level 6, Module 3, Lesson 17 Level 6, Module 4, Lessons 3, 6, 13, 21</p> |
| <p>6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> | <p>Level 6, Module 1, Lessons 20, 25, 27, 28, 29, 30 Level 6, Module 3, Lessons 13, 17, 25, 26, 28, 30 Level 6, Module 4, Lessons 5, 6, 10, 14, 15, 17, 20, 21</p> |
| <p>6.RL.6 Explain how an author develops the perspective of the narrator or speaker in a text.</p> | <p>Level 6, Module 3, Lessons 6, 8 Level 6, Module 4, Lesson 16</p> |

Reading Literature

Integration of Knowledge and Ideas

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> | <p>Level 6, Module 3, Lesson 16 Level 6, Module 4, Lessons 25, 26</p> |

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
|---|--|
| <p>6.RL.9</p> <p>Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> | <p>Level 6, Module 1, Lesson 16</p> <p>Level 6, Module 2, Lesson 32</p> <p>Level 6, Module 3, Lessons 6, 9, 13, 14, 15, 24, 27</p> <p>Level 6, Module 4, Lessons 6, 22, 23, 25</p> |

Reading Literature

Range of Reading and Level of Text Complexity

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>6.RL.10</p> <p>Read and comprehend literary texts appropriately complex for grade 6.</p> | <p>Level 6, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37</p> <p>Level 6, Module 2, Lessons 32, 36</p> <p>Level 6, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35, 36</p> <p>Level 6, Module 4, Lessons 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 39</p> |

Speaking and Listening**Comprehension and Collaboration**

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>6.SL.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:</p> | <p>Level 6, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 6, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 6, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 24, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 6, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 34, 39</p> |
| <p>6.SL.1.a</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> | <p>Level 6, Module 1, Lessons 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 29, 30, 31, 32, 33, 36</p> <p>Level 6, Module 2, Lessons 2, 3, 4, 5, 6, 8, 10, 11, 14, 15, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 32, 33, 36</p> <p>Level 6, Module 3, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 24, 26, 27, 28, 29, 30, 31, 32, 36</p> <p>Level 6, Module 4, Lessons 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 39</p> |
| <p>6.SL.1.b</p> <p>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> | <p>Level 6, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 6, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 6, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 24, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 6, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 34, 39</p> |

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| <p>6.SL.1.c</p> <p>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> | <p>Level 6, Module 1, Lessons 7, 21, 32, 36</p> <p>Level 6, Module 2, Lessons 10, 19, 26, 30, 36</p> <p>Level 6, Module 3, Lessons 18, 31, 36</p> <p>Level 6, Module 4, Lessons 7, 23, 27, 39</p> |
| <p>6.SL.1.d</p> <p>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> | <p>Level 6, Module 1, Lessons 7, 21, 32, 36</p> <p>Level 6, Module 2, Lessons 10, 19, 26, 30, 36</p> <p>Level 6, Module 3, Lessons 18, 31, 36</p> <p>Level 6, Module 4, Lessons 7, 23, 27, 39</p> |
| <p>6.SL.2</p> <p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> | <p>Level 6, Module 1, Lessons 3, 7, 8, 26, 36</p> <p>Level 6, Module 2, Lessons 7, 21, 27</p> |
| <p>6.SL.3</p> <p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> | <p>Level 6, Module 1, Lesson 8</p> <p>Level 6, Module 2, Lessons 5, 21</p> <p>Level 6, Module 3, Lessons 7, 12, 22, 30</p> <p>Level 6, Module 4, Lessons 4, 28</p> |

Speaking and Listening

Presentation of Knowledge and Ideas

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
|---|---|
| <p>6.SL.4</p> <p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p>Level 6, Module 1, Lessons 7, 21, 32, 36</p> <p>Level 6, Module 2, Lessons 10, 19, 26, 30, 36, 37, 39</p> <p>Level 6, Module 3, Lessons 18, 31, 36, 39</p> <p>Level 6, Module 4, Lessons 7, 23, 27, 37, 38, 39</p> |

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>6.SL.5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.</p> | <p>Level 6, Module 1, Lessons 7, 21, 32, 36 Level 6, Module 2, Lessons 10, 19, 26, 30, 31, 36 Level 6, Module 3, Lessons 18, 31, 36 Level 6, Module 4, Lessons 7, 23, 27, 33, 36, 37, 38, 39</p> |

Writing

Text Types and Purposes

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>6.W.1 Write arguments to support claims with clear reasons and relevant evidence:</p> | <p>Level 6, Module 3, Lessons 11, 12, 13, 14, 15, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 36, 37, 38, 39</p> |
| <p>6.W.1.a Introduce claim(s).</p> | <p>Level 6, Module 3, Lessons 13, 14, 17, 18, 19, 25, 27, 28, 30, 31, 36, 37, 38, 39</p> |
| <p>6.W.1.b Organize the reasons and evidence clearly.</p> | <p>Level 6, Module 3, Lessons 13, 14, 17, 18, 19, 25, 27, 28, 30, 31, 36, 37, 38, 39</p> |
| <p>6.W.1.c Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> | <p>Level 6, Module 3, Lessons 11, 12, 15, 18, 19, 23, 24, 26, 30, 31, 33, 36, 37, 38, 39</p> |
| <p>6.W.1.d Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> | <p>Level 6, Module 3, Lessons 16, 18, 19, 26, 30, 31, 37, 38, 39</p> |

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>6.W.1.e Establish and maintain a formal style.</p> | Level 6, Module 3, Lessons 18, 19, 30, 31, 37, 38, 39 |
| <p>6.W.1.f Provide a conclusion that follows from the argument presented, as appropriate to the task.</p> | Level 6, Module 3, Lessons 17, 18, 19, 29, 30, 31, 37, 38, 39 |
| <p>6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</p> | Level 6, Module 2, Lessons 11, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 36, 37, 38, 39 |
| <p>6.W.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.</p> | Level 6, Module 2, Lessons 14, 15, 18, 19, 20, 23, 25, 26, 28, 29, 30, 36, 37, 38, 39 |
| <p>6.W.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> | Level 6, Module 2, Lessons 11, 15, 16, 17, 19, 20, 22, 24, 28, 29, 30, 32, 33, 36, 37, 38, 39 |
| <p>6.W.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> | Level 6, Module 2, Lessons 16, 19, 20, 28, 29, 30, 37, 38, 39 |
| <p>6.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> | Level 6, Module 2, Lessons 19, 20, 25, 28, 29, 30, 37, 38, 39 |

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| <p>6.W.2.e Establish and maintain a formal style.</p> | Level 6, Module 2, Lessons 19, 20, 28, 29, 30, 37, 38, 39 |
| <p>6.W.2.f Provide a concluding statement or section that follows from the information or explanation presented.</p> | Level 6, Module 2, Lessons 18, 19, 20, 27, 28, 29, 30, 36, 37, 38, 39 |
| <p>6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</p> | Level 6, Module 1, Lessons 5, 7, 9, 12, 14, 15, 19, 20, 21, 22, 23, 24, 25, 29, 31, 32, 33, 37, 38, 39 |
| <p>6.W.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> | Level 6, Module 1, Lessons 9, 21, 22, 29, 31, 32, 37, 38, 39 |
| <p>6.W.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> | Level 6, Module 1, Lessons 7, 14, 19, 20, 22, 23, 24, 25, 32, 33, 38, 39 |
| <p>6.W.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> | Level 6, Module 1, Lessons 24, 32, 33, 38, 39 |
| <p>6.W.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> | Level 6, Module 1, Lessons 5, 12, 15, 22, 23, 38, 39 |
| <p>6.W.3.e Provide a conclusion that follows from the narrated experiences or events.</p> | Level 6, Module 1, Lessons 32, 37, 38, 39 |

Writing

Production and Distribution of Writing

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>6.W.4</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.)</p> | <p>Level 6, Module 1, Lessons 21, 23, 29, 30, 31, 33, 36, 37, 39</p> <p>Level 6, Module 2, Lessons 11, 14, 15, 16, 17, 18, 20, 22, 23, 24, 25, 26, 27, 30, 32, 33, 36, 38, 39</p> <p>Level 6, Module 3, Lessons 11, 12, 13, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 36, 38, 39</p> <p>Level 6, Module 4, Lessons 33, 35</p> |
| <p>6.W.5</p> <p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> | <p>Level 6, Module 4, Lessons 33, 35</p> |
| <p>6.W.5.SL</p> <p>Leverage available technology to clarify information.</p> | <p>Level 6, Module 4, Lessons 34, 35, 36, 37, 38</p> |

Writing

Research to Build and Present Knowledge

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>6.W.6</p> <p>Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:</p> | <p>Level 6, Module 2, Lessons 11, 20, 22, 28, 29, 30, 32, 33, 37, 38, 39</p> <p>Level 6, Module 3, Lessons 11, 12, 18, 19, 22, 23, 24, 30, 31, 32, 33, 37, 38, 39</p> <p>Level 6, Module 4, Lessons 8, 10, 21, 22, 23, 24, 25, 27, 29, 34, 35</p> |

| Hawai'i Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>6.W.6.a Gather relevant information from multiple print and digital sources.</p> | <p>Level 6, Module 2, Lessons 11, 22, 32, 33 Level 6, Module 3, Lessons 11, 12, 23, 24, 33 Level 6, Module 4, Lessons 21, 23, 25, 27, 29</p> |
| <p>6.W.6.b Assess the credibility of each source.</p> | <p>Level 6, Module 4, Lessons 8, 10, 22, 24</p> |
| <p>6.W.6.c Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>Level 6, Module 2, Lessons 20, 28, 29, 30, 37, 38, 39 Level 6, Module 3, Lessons 18, 19, 22, 30, 31, 32, 37, 38, 39 Level 6, Module 4, Lessons 34, 35</p> |
| <p>6.W.6.d Quote or paraphrase the data and conclusions of others while avoiding plagiarism.</p> | <p>Level 6, Module 2, Lessons 20, 22, 28, 29, 30, 32, 33, 37, 38, 39 Level 6, Module 3, Lessons 11, 12, 18, 19, 22, 23, 24, 30, 31, 32, 33, 37, 38, 39 Level 6, Module 4, Lessons 21, 23, 25, 27, 29, 34, 35</p> |
| <p>6.W.6.e Provide basic bibliographic information for sources.</p> | <p>Level 6, Module 4, Lessons 34, 35</p> |