





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

Foundational Reading Skills

Phonemic Awareness

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
<p>1.FR.PA.2</p> <p>Demonstrate understanding of spoken words, syllables, and sounds.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program. <i>Arts & 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 & Letters</i> modules.</p>
<p>1.FR.PA.2a</p> <p>Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>1.FR.PA.2b</p> <p>Orally produce single-syllable words by blending sounds, including consonant blends.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>1.FR.PA.2c</p> <p>Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>1.FR.PA.2d</p> <p>Delete initial and final sounds in spoken single syllable words and say the resulting word.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>1.FR.PA.2e</p> <p>Segment and blend sequences of individual sounds in spoken single-syllable words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

Foundational Reading Skills

Phonics and Decoding

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.FR.PH.3 Use knowledge of grade-level phonics and word analysis skills in decoding words.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
1.FR.PH.3a Know the spelling-sound correspondences for common consonant digraphs.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
1.FR.PH.3b Decode regularly spelled one-syllable words.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
1.FR.PH.3c Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
1.FR.PH.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
1.FR.PH.3e Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
1.FR.PH.3f Decode two-syllable words following basic patterns by breaking the words into syllables.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.FR.PH.3g Decode frequently encountered words with inflectional endings (e.g., -s, ed, -est).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
1.FR.PH.3h Recognize and read grade-appropriate irregularly spelled words (e.g., what, said, have).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.

Reading Comprehension

Text Complexity

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.RC.TC.1 (Text complexity begins in grade 2.)	

Reading Comprehension

Volume of Reading to Build Knowledge

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.RC.V.2 Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary.	<p>Each module includes a volume of reading (VOR) list with recommended topic-related texts. Using the VOR list, students can select texts on their level that align with their interests and expand their knowledge of each module topic.</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, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>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, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</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, 28, 29, 30, 31, 32, 33, 34, 37</p> <p>Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p>

Reading Comprehension

Textual Evidence

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.RC.TE.3 Ask and answer questions about key details in texts heard or read.	<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, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>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, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37</p> <p>Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p>

Reading Comprehension**Reading Fluency**

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.RC.RF.4 Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.

Reading Comprehension**Literature**

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.RC.L.5 Use evidence from literature to demonstrate understanding of grade-level texts.	Level 1, Module 1, Lessons 3, 4, 5, 6, 8, 9, 10, 13, 14, 15, 16, 18, 19, 20, 21, 25, 26, 27, 30, 31, 32, 36 Level 1, Module 2, Lessons 3, 4, 5, 13, 15, 18, 25, 26, 27, 30, 31, 32, 36 Level 1, Module 3, Lessons 3, 4, 5, 15, 16, 17, 20, 21, 22, 25, 27, 31, 33, 37 Level 1, Module 4, Lessons 3, 4, 5, 6, 9, 15, 16, 17, 18, 23, 24, 25, 27, 29, 30, 31, 32, 33, 36
1.RC.L.5a Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals.	Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32, 36 Level 1, Module 2, Lessons 3, 5, 13, 15, 25, 27, 30, 32, 36 Level 1, Module 3, Lessons 3, 5, 15, 17, 20, 22, 25, 27, 31, 33, 37 Level 1, Module 4, Lessons 3, 5, 15, 17, 23, 25, 29, 31, 36
1.RC.L.5b Describe the connection between characters, settings, and major events in stories heard, using key details.	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

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.RC.L.5c Describe major differences between books that tell stories and books that give information.	Level 1, Module 1, Lesson 6 Level 1, Module 2, Lesson 18 Level 1, Module 3, Lessons 3, 15, 25 Level 1, Module 4, Lessons 3, 9, 15, 23, 29, 32, 33
1.RC.L.5d Describe who is telling stories heard or read at various points in texts.	Level 1, Module 1, Lessons 14, 26 Level 1, Module 4, Lessons 23, 29
1.RC.L.5e Compare and contrast the adventures or experiences of characters in stories heard.	Level 1, Module 3, Lesson 21 Level 1, Module 4, Lessons 6, 18, 24, 27, 36

Reading Comprehension

Nonfiction Text

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.RC.NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	Level 1, Module 2, Lessons 6, 8, 9, 10, 11, 14, 18, 19, 20, 36 Level 1, Module 3, Lessons 6, 8, 9, 26, 30, 32, 34, 37 Level 1, Module 4, Lessons 7, 8, 9, 10, 11, 26
1.RC.NF.6a Retell key details of texts that demonstrate understanding of the main topics of texts heard or read.	Level 1, Module 2, Lessons 8, 18, 19, 36 Level 1, Module 3, Lessons 8, 37 Level 1, Module 4, Lessons 7, 10, 26
1.RC.NF.6b Describe the connection between two individuals, events, ideas, or pieces of information in texts heard or read.	Level 1, Module 2, Lessons 8, 9, 10, 14, 18, 19, 20 Level 1, Module 3, Lessons 26, 32, 34

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.RC.NF.6c Know and use various text features (e.g., table of contents, headings, glossaries, icons, index) to locate information in a text.	<i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address using an index. Level 1, Module 2, Lessons 9, 10, 14, 19 Level 1, Module 3, Lessons 9, 30, 32 Level 1, Module 4, Lessons 8, 9, 10, 11
1.RC.NF.6d Identify the reasons authors give to support points in texts heard or read.	Level 1, Module 3, Lessons 32, 34 Level 1, Module 4, Lessons 7, 26
1.RC.NF.6e Identify basic similarities in and differences between two texts heard or read on the same topic.	Level 1, Module 2, Lessons 6, 11 Level 1, Module 3, Lessons 6, 9, 34

Vocabulary Development

Word Building

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.VD.WB.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies:	Level 1, Module 1, Lessons 3, 4, 8, 9, 14, 15, 17, 18, 26, 28, 29, 30, 31 Level 1, Module 2, Lessons 6, 18, 21, 26, 32, 33 Level 1, Module 3, Lessons 3, 4, 9, 10, 15, 21, 25, 26, 29, 31, 32 Level 1, Module 4, Lessons 3, 9, 11, 12, 22, 27, 28, 30

<p>1.VD.WB.1a</p> <p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address asking questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>Level 1, Module 1, Lessons 3, 4, 9, 14, 17, 26, 31</p> <p>Level 1, Module 2, Lessons 18, 26</p> <p>Level 1, Module 3, Lessons 4, 9, 10, 26, 29, 31, 32</p> <p>Level 1, Module 4, Lessons 3, 9, 11, 12, 30</p>
<p>1.VD.WB.1b</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>1.VD.WB.1c</p> <p>Use frequently occurring affixes (e.g., re-, un- pre-, -ful, -less) as clues to the nuance they add to known words.</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address un- pre- affixes.</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>1.VD.WB.1d</p> <p>Recognize and read frequently encountered words with inflectional endings (e.g., -d, -ed, -s, -es).</p>	<p>Level 1, Module 2, Lessons 6, 21, 33</p> <p>Level 1, Module 4, Lessons 22, 28</p>

<p>1.VD.WB.1e</p> <p>Identify frequently encountered root words (e.g., help) and use the roots as clues to the meaning of the full word (e.g., helper, helpful).</p>	<p><i>Arts & Letters</i> addresses using root words as clues to the meaning of a full word in grade level 2.</p> <p>Level 2, Module 1, Lesson 9</p> <p>Level 2, Module 2, Lesson 21</p> <p>Level 2, Module 3, Lessons 13, 18, 22</p> <p>Level 2, Module 4, Lessons 23, 32</p> <p>Level 1, Module 2, Lessons 6, 21, 33</p> <p>Level 1, Module 4, Lessons 30</p>
<p>1.VD.WB.1f</p> <p>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal).</p>	<p>Level 1, Module 1, Lessons 31</p>
<p>1.VD.WB.2</p> <p>With support, explore word relationships and nuances in word meanings.</p>	<p>Level 1, Module 1, Lessons 26</p> <p>Level 1, Module 3, Lessons 10, 21, 25</p> <p>Level 1, Module 4, Lessons 3, 4, 8, 15, 23, 29, 30, 36</p>
<p>1.VD.WB.2a</p> <p>Sort words into categories (e.g., tools, pets) and define those words by one or more key attributes (e.g., a saw is a tool that cuts; a goldfish is a pet that lives in water).</p>	<p>Level 1, Module 3, Lessons 10</p> <p>Level 1, Module 4, Lessons 3, 8, 15, 29, 36</p>
<p>1.VD.WB.2b</p> <p>Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms.</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 4.</p> <p>Level 4, Module 1, Lesson 24</p> <p>Level 4, Module 3, Lessons 12, 25</p> <p>Level 4, Module 4, Lesson 18</p>
<p>1.VD.WB.2c</p> <p>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings.</p>	<p>Level 1, Module 3, Lesson 25</p> <p>Level 1, Module 4, Lessons 3, 4, 29</p>

1.VD.WB.2d Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Level 1, Module 1, Lesson 26 Level 1, Module 3, Lessons 21, 25 Level 1, Module 4, Lessons 23, 30
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Vocabulary Development

Academic Vocabulary

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.VD.AV.3 With support as needed, acquire and use general academic and content-specific words gained through conversations, reading, and listening to texts.	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

Research

Inquiry Process to Build, Present, and Use Knowledge

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.RS.IP.1 With support, conduct simple research tasks to take some action or make informal presentations by identifying information from classroom experiences or provided sources (including read alouds) and organizing information, recorded in words or pictures, using graphic organizers or other aids.	Level 1, Module 2, Lessons 2, 3, 4, 6, 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 Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39

Research**Deep Reading on Topics to Build Knowledge**

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.RS.DR.2 Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.	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, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36 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, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36 Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37 Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36

Writing**Range of Writing**

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.W.RW.1 Routinely write or dictate writing for a range of tasks, purposes, and audiences (e.g., expressing a view or preference, supplying some information about the topic, stories that recount an event or tell a story).	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**Handwriting and Keyboarding**

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.W.HWK.2 Print legibly and space words appropriately when writing a complete sentence.	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address printing legibly and spacing words appropriately.</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>
1.W.HWK.3 (Keyboarding skills begin in grade 3.)	

Oral and Digital Communications**Oral Communications**

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.ODC.OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion.	<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>

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.ODC.OC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	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, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36 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, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36 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, 28, 29, 30, 31, 32, 33, 34, 37 Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36
1.ODC.OC.3 Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.	Level 1, Module 4, Lessons 17, 25, 31, 36
1.ODC.OC.4 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

Oral and Digital Communications

Digital Communications

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.ODC.DC.5 (Digital communications begins in grade 3.)	

Grammar and Conventions**Grammar and Usage**

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.GC.GU.1 Demonstrate command of the conventions English grammar and usage when writing and/or speaking.	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, 27, 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, 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
1.GC.GU.1a Use subject-verb agreement in simple sentences.	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
1.GC.GU.1b Match single and plural nouns with matching verbs in simple sentences. (e.g., He hops; We hop).	Level 1, Module 2, Lessons 6, 21, 26, 32, 33, 37, 38
1.GC.GU.1c Form and use the simple verb tenses (past, present, and future) for regular verbs.	Level 1, Module 2, Lesson 11 Level 1, Module 4, Lessons 22, 26, 27, 28, 32, 33, 38
1.GC.GU.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	Level 1, Module 2, Lessons 27, 32, 37, 38 Level 1, Module 4, Lessons 14, 15

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.GC.GU.1e Use frequently occurring adjectives.	Level 1, Module 3, Lessons 2, 22, 23, 31, 32, 33, 34 Level 1, Module 4, Lessons 4, 5, 8, 11, 13, 15, 17, 24, 29, 31, 32, 36, 37, 39
1.GC.GU.1f Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because).	Level 1, Module 3, Lessons 6, 11, 18, 23, 28, 34 Level 1, Module 4, Lessons 12, 18, 32
1.GC.GU.1g Use frequently occurring prepositions (e.g., to, during, under, in, with, at).	Level 1, Module 2, Lessons 16, 24 Level 1, Module 4, Lesson 3
1.GC.GU.1h Produce and expand complete sentences in response to prompts.	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

Grammar and Conventions

Mechanics

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.GC.M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.	Level 1, Module 1, Lessons 16, 21, 29, 32, 38 Level 1, Module 2, Lesson 15 Level 1, Module 3, Lessons 3, 4, 16, 19, 21, 23, 31, 32, 33, 34 Level 1, Module 4, Lessons 18, 19, 26, 27, 32, 33, 38

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
1.GC.M.2a Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud.	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
1.GC.M.2b Use commas in dates and to separate single words in a series.	Level 1, Module 3, Lessons 3, 4
1.GC.M.2c Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I".	Level 1, Module 1, Lessons 16, 29, 32, 38 Level 1, Module 3, Lesson 16
1.GC.M.3 Use knowledge of spelling in writing.	Level 1, Module 1, Lessons 15, 19, 20, 27, 28, 31, 32, 37 Level 1, Module 2, Lessons 14, 17, 18, 19, 20, 24, 25, 26, 28, 29, 30, 31, 32, 33, 36, 37, 38 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
1.GC.M.3a Use conventional spelling for words with common, taught spelling patterns and frequently occurring irregular words.	Level 1, Module 1, Lessons 15, 19, 20, 27, 28, 31, 32, 37 Level 1, Module 2, Lessons 14, 17, 18, 19, 20, 24, 25, 26, 28, 29, 30, 31, 32, 33, 36, 37, 38 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

1.GC.M.3b Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	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
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