





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>2.FR.PA.2 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>2.FR.PA.2a Reverse phonemes in spoken one-syllable words (e.g., reverse initial and final consonants in the word “pat” 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>2.FR.PA.2b Demonstrate automaticity in the deletion and substitution of phonemes in multi-syllable spoken words and naming of resulting 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>
<p>2.FR.PH.3 Use knowledge of grade-level phonics and word analysis skills in decoding words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
2.FR.PH.3a Know spelling-sound correspondences for common short and long vowel teams (e.g., head, hook, boat, weigh) including diphthongs (e.g., toil, cloud).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
2.FR.PH.3b Decode regularly spelled two-syllable words with long and short vowels.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
2.FR.PH.3c Decode words with common prefixes and suffixes (e.g., un-, dis-, -ful, -less).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
2.FR.PH.3d Identify words with inconsistent but common spelling-sound correspondences.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
2.FR.PH.3e Recognize and read grade-appropriate irregularly spelled words (e.g., was, again, been), including silent letter combinations.	<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 Arts & Letters
<p>2.RC.TC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives, that exhibit complexity at the lower end of the grades 2–3 band.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>

Reading Comprehension

Volume of Reading to Build Knowledge

Idaho Standards	Aligned Components of Arts & Letters
<p>2.RC.V.2 Regularly engage in reading and listening to a series of texts, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>

Reading Comprehension

Textual Evidence

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RC.TE.3 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in grade-level texts heard or read.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>

Reading Comprehension

Reading Fluency

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RC.RF.4 Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 37, 38</p> <p>Level 2, Module 2, Lessons 8, 9, 10, 11, 15, 35, 36, 37</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 8, 11, 35, 36</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 26, 37</p>

Reading Comprehension

Literature

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
2.RC.L.5 Use evidence from literature to demonstrate understanding of grade-level texts.	Level 2, Module 1, Lessons 5, 8, 9, 10, 18, 19, 20, 30, 31, 32, 36 Level 2, Module 2, Lessons 23, 28, 29, 30, 34 Level 2, Module 3, Lessons 15, 16, 17, 34 Level 2, Module 4, Lessons 3, 4, 5, 8, 10, 11, 13, 16, 17, 18, 19, 36
2.RC.L.5a Identify the central message, lesson, or moral of stories (including fables and folktales) from diverse cultures heard or read.	Level 2, Module 1, Lessons 5, 8, 10, 18, 20, 30, 32, 36 Level 2, Module 2, Lessons 23, 28, 30, 34 Level 2, Module 3, Lessons 17, 34 Level 2, Module 4, Lessons 3, 5, 8, 10, 13, 16, 18, 36
2.RC.L.5b Describe how characters in stories heard or read respond to major events and challenges.	Level 2, Module 1, Lessons 9, 18, 19, 20, 30, 31, 32 Level 2, Module 2, Lessons 23, 29, 30 Level 2, Module 3, Lessons 15, 16, 17 Level 2, Module 4, Lessons 3, 4, 5, 8, 10, 13, 16, 17
2.RC.L.5c Describe the overall structure of stories heard or read, including identifying how the beginning introduces the story and the ending concludes the action.	Level 2, Module 2, Lesson 28 Level 2, Module 3, Lesson 15 Level 2, Module 4, Lessons 3, 13, 17
2.RC.L.5d Identify different perspectives of characters in stories heard or read.	Level 2, Module 3, Lesson 16 Level 2, Module 4, Lessons 4, 8, 17
2.RC.L.5e Compare and contrast two or more versions of the same story (heard or read) by different authors or from different cultures.	Level 2, Module 4, Lessons 11, 18, 19

Reading Comprehension

Nonfiction Text

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
2.RC.NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	Level 2, Module 1, Lessons 8, 13, 14, 15, 25, 26, 27, 36 Level 2, Module 2, Lessons 3, 4, 6, 7, 9, 11, 12, 16, 17, 18, 19, 20, 21, 24, 25, 26, 28, 34 Level 2, Module 3, Lessons 3, 4, 5, 6, 7, 9, 12, 22, 24, 27, 28, 29, 30, 31, 34 Level 2, Module 4, Lessons 23, 24, 25, 29, 30, 31, 33, 36
2.RC.NF.6a Identify the central idea of texts heard or read.	Level 2, Module 1, Lessons 26, 36 Level 2, Module 2, Lessons 6, 9, 16, 17, 18, 20, 25, 28, 34 Level 2, Module 3, Lessons 9, 12, 24, 29, 34 Level 2, Module 4, Lessons 23, 25, 31, 36
2.RC.NF.6b Describe the connection between a series of historical events, scientific concepts, or steps in technical procedures in texts.	Level 2, Module 1, Lessons 13, 14, 15, 25, 27 Level 2, Module 2, Lessons 3, 4, 7, 11, 12, 17, 21, 24, 25, 26 Level 2, Module 3, Lessons 3, 4, 5, 6, 22, 24, 27, 29, 30 Level 2, Module 4, Lessons 23, 24, 29, 33
2.RC.NF.6c Describe the overall structure of nonfiction texts heard or read, including identifying how the beginning introduces information and the ending sums up the information.	<i>Arts & Letters</i> addresses this standard in grade level 4. Level 4, Module 4, Lessons 2, 4, 11, 12
2.RC.NF.6d Describe how authors use facts and reasons to support specific points in texts.	Level 2, Module 3, Lesson 28 Level 2, Module 4, Lesson 30

2.RC.NF.6e Compare and contrast the most important points presented in two texts on the same topic.	Level 2, Module 2, Lessons 19, 26 Level 2, Module 3, Lessons 4, 7, 31 Level 2, Module 4, Lesson 33
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Vocabulary Development

Word Building

Idaho Standards	Aligned Components of Arts & Letters
2.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 2, Module 1, Lessons 3, 4, 9, 15, 29, 31 Level 2, Module 2, Lessons 2, 3, 10, 11, 16, 18, 21, 24, 29 Level 2, Module 3, Lessons 3, 9, 10, 11, 13, 16, 18, 22, 23 Level 2, Module 4, Lessons 4, 7, 8, 13, 16, 17, 22, 23, 26, 32
2.VD.WB.1a Use sentence-level context as clues to the meaning of words or phrases.	Level 2, Module 1, Lessons 3, 4, 15, 29, 31 Level 2, Module 2, Lessons 2, 10, 11, 16, 18 Level 2, Module 3, Lessons 3, 9, 10, 11, 13, 16, 22, 23 Level 2, Module 4, Lessons 7, 8, 13, 23, 26
2.VD.WB.1b Determine the meaning of new words formed when known prefixes (e.g., safe/unsafe, like/dislike) and suffixes (e.g., beauty/beautiful, light/lightness) are added to a known word.	Level 2, Module 2, Lessons 3, 21, 24 Level 2, Module 3, Lessons 3, 18, 22 Level 2, Module 4, Lessons 17, 22, 23, 32
2.VD.WB.1c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., pain/painful, help/helpless).	Level 2, Module 1, Lesson 9 Level 2, Module 2, Lesson 21 Level 2, Module 3, Lessons 13, 18, 22 Level 2, Module 4, Lessons 23, 32

2.VD.WB.1d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., backpack, backyard; flashlight, lighthouse).	Level 2, Module 2, Lesson 29 Level 2, Module 4, Lessons 4, 16, 26
2.VD.WB.1e Use glossaries and beginning dictionaries, print or digital, to clarify the meaning of words and phrases.	Level 2, Module 2, Lesson 10 Level 2, Module 4, Lesson 26
2.VD.WB.2 Determine how words and phrases provide meaning and nuance to texts.	Level 2, Module 1, Lessons 4, 10, 19, 31 Level 2, Module 2, Lessons 23, 29 Level 2, Module 3, Lessons 10, 11 Level 2, Module 4, Lessons 7, 9, 16, 17, 32
2.VD.WB.2a Identify real-life connections between words and their use (e.g., describe weather that is freezing or windy).	Level 2, Module 1, Lesson 10 Level 2, Module 2, Lesson 29 Level 2, Module 3, Lessons 10, 11 Level 2, Module 4, Lessons 7, 32
2.VD.WB.2b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., hot, sizzling, blazing).	Level 2, Module 2, Lesson 23 Level 2, Module 4, Lessons 7, 9, 16
2.VD.WB.2c Describe how words and phrases (e.g., rhymes, alliteration) supply rhythm and meaning in a story, poem, or song.	Level 2, Module 1, Lessons 4, 19, 31 Level 2, Module 3, Lessons 10, 11 Level 2, Module 4, Lessons 9, 17

Vocabulary Development

Academic Vocabulary

Idaho Standards	Aligned Components of Arts & Letters
<p>2.VD.AV.3 Acquire and use general academic and content-specific words gained through conversations, and reading and listening to texts, including using adjectives and adverbs to describe situations with specificity (e.g., When other kids are acting silly, that makes me feel giddy). Use these words in discussions and writing.</p>	<p>Level 2, Module 1, Lessons 3, 4, 5, 6, 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 2, Module 2, Lessons 2, 3, 6, 7, 8, 10, 11, 12, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37</p> <p>Level 2, Module 3, Lessons 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 16, 17, 18, 22, 23, 24, 25, 27, 28, 29, 30, 31, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 3, 4, 5, 6, 7, 8, 10, 11, 13, 14, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 38</p>

Research

Inquiry Process to Build, Present, and Use Knowledge

Idaho Standards	Aligned Components of Arts & Letters
<p>2.RS.IP.1 With support as needed, conduct short research tasks to take some action or make informal presentations by gathering information from experiences and provided sources (including read alouds), and organizing information using graphic organizers or other aids.</p>	<p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35</p>

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

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

Writing**Range of Writing**

Idaho Standards	Aligned Components of Arts & Letters
<p>2.W.RW.1 Develop flexibility in writing by routinely engaging in the production of writing shorter and longer pieces for a range of tasks, purposes, and audiences. This could include reflections, descriptions, letters, and poetry, etc.</p>	<p>Level 2, Module 1, Lessons 3, 6, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 21, 22, 23, 24, 26, 27, 28, 29, 31, 34, 35</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 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</p>
<p>2.W.RW.2 Write arguments that express an opinion supported by details and reasons and provide a concluding sentence.</p>	<p>Level 2, Module 4, Lessons 11, 12, 13, 14, 16, 17, 18, 19, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33</p>

2.W.RW.3 Write informational texts that state a focus and support the focus with facts and details and provide a concluding sentence.	Level 2, Module 2, Lessons 11, 12, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 35, 36, 37 Level 2, Module 3, Lessons 9, 10, 11, 12, 13, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 34, 35, 36
2.W.RW.4 Write personal or fictional stories that recount a short sequence of events, include details to develop the characters or experiences, and provide sense of closure.	Level 2, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38
2.W.RW.5 (Employing clear and coherent organizational structures begins in grade 3.)	
2.W.RW.6 With support from adults and peers, strengthen writing as needed by revising and editing.	Level 2, Module 1, Lessons 21, 28, 33, 38 Level 2, Module 2, Lessons 20, 26, 31, 37 Level 2, Module 3, Lessons 12, 13, 17, 23, 25, 34, 35, 36 Level 2, Module 4, Lessons 14, 19, 26, 33, 37

Writing

Handwriting and Keyboarding

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
2.W.HWK.7 Form letters correctly with functional speed. Space words and sentences properly so that writing can be read easily by another person.	<i>Arts & Letters</i> does not address this standard.

2.W.HWK.8 With support, use keyboarding skills to produce and publish writing.	<i>Arts & Letters</i> addresses this standard in grade level 3. Level 3, Module 2, Lesson 38 Level 3, Module 3, Lesson 39 Level 3, Module 4, Lessons 15, 32
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Oral and Digital Communications

Oral Communications

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
2.ODC.OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by gaining the floor in respectful ways, listening to others closely and building on others' ideas, and asking for clarification and further explanation to ensure understanding.	Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38 Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 34, 35 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 16, 17, 18, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36
2.ODC.OC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Level 2, 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 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 34 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 24, 25, 26, 27, 28, 29, 30, 33, 34 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36
2.ODC.OC.3 Ask and answer questions about what a speaker says to clarify by gathering additional information or deepen understanding of a topic or issue.	Level 2, Module 4, Lessons 10, 31, 36

Idaho Standards	Aligned Components of Arts & Letters
<p>2.ODC.OC.4 Tell a story or retell an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.</p>	<p>Level 2, Module 1, Lessons 5, 10, 20, 32, 36, 37, 38 Level 2, Module 2, Lessons 6, 12, 17, 19, 23, 25, 26, 30, 34, 36, 37 Level 2, Module 3, Lessons 11, 12, 17, 18, 24, 29, 30, 31, 34, 35 Level 2, Module 4, Lessons 5, 10, 14, 18, 24, 25, 27, 30, 31, 32, 36, 38</p>

Oral and Digital Communications

Digital Communications

Idaho Standards	Aligned Components of Arts & Letters
<p>2.ODC.DC.5 (Digital Communications begins in grade 3.)</p>	

Grammar and Conventions

Grammar and Usage

Idaho Standards	Aligned Components of Arts & Letters
<p>2.GC.GU.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p>	<p>Level 2, Module 1, Lessons 7, 11, 12, 13, 14, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38 Level 2, Module 2, Lessons 7, 12, 15, 16, 17, 19, 20, 21, 22, 26, 30, 31, 36, 37 Level 2, Module 3, Lessons 3, 6, 7, 8, 11, 13, 14, 15, 17, 18, 23, 25, 30, 34, 35, 36 Level 2, Module 4, Lessons 6, 8, 9, 11, 14, 16, 18, 19, 25, 26, 27, 28, 32, 33</p>

2.GC.GU.1a Form and use the past tense of frequently occurring irregular verbs (e.g., felt, told, went).	Level 2, Module 2, Lessons 20, 22, 26, 36, 37
2.GC.GU.1b Use adjectives and adverbs and choose between them depending on what is to be modified.	Level 2, Module 3, Lessons 14, 17, 23, 25, 34, 35, 36 Level 2, Module 4, Lessons 8, 9, 14, 18, 19, 25, 26, 32, 33
2.GC.GU.1c Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth, fish).	Level 2, Module 2, Lessons 16, 19, 20, 26, 30, 31, 36, 37
2.GC.GU.1d Recognize that the names of things can also be the names of actions (fish, dream, run).	Level 2, Module 1, Lesson 7 Level 2, Module 3, Lesson 15
2.GC.GU.1e Use reflexive pronouns (e.g., yourself, herself).	Level 2, Module 3, Lessons 8, 11, 25
2.GC.GU.1f Distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences.	Level 2, Module 1, Lesson 33
2.GC.GU.1g Produce and expand complete simple and compound sentences.	Level 2, Module 1, Lessons 11, 12, 13, 14, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38 Level 2, Module 2, Lessons 7, 12, 15, 17, 19, 21, 22, 26, 31 Level 2, Module 3, Lessons 6, 7, 8, 11, 13, 18, 25, 30, 35 Level 2, Module 4, Lessons 6, 9, 11, 16, 19, 27, 28, 32

Grammar and Conventions

Mechanics

Idaho Standards	Aligned Components of <i>Arts & Letters</i>
2.GC.M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.	Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 37, 38 Level 2, Module 2, Lessons 8, 9, 10, 11, 15, 21, 26, 30, 31, 35, 36, 37 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 8, 11, 21, 35, 36 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 12, 14, 15, 26, 37
2.GC.M.2a Commas in greetings and closing of letters.	Level 2, Module 4, Lessons 12, 14
2.GC.M.2b Apostrophes to form contractions and frequently occurring possessives.	Level 2, Module 3, Lesson 21 Level 2, Module 4, Lesson 15
2.GC.M.2c Capitalize holidays, names, and places.	Level 2, Module 2, Lessons 21, 26, 30, 31, 36, 37
2.GC.M.3 Use knowledge of spelling in writing.	Level 2, Module 1, Lessons 26, 27, 28, 31, 32, 33, 37, 38 Level 2, Module 3, Lessons 10, 11, 12, 13, 18, 24, 25, 28, 35, 36 Level 2, Module 4, Lessons 14, 18, 19, 25, 26, 32, 33, 37
2.GC.M.3a Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	Level 2, Module 1, Lessons 26, 27, 28, 31, 32, 33, 37, 38 Level 2, Module 3, Lessons 10, 11, 12, 13, 18, 24, 25, 28, 35, 36 Level 2, Module 4, Lessons 14, 18, 19, 25, 26, 32, 33, 37
2.GC.M.3b Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Level 2, Module 3, Lessons 13, 25, 36