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Founded in 2007, Great Minds PBC has evolved from an education advocacy start-up to a respected curriculum developer providing the highest-quality materials and professional development to schools and districts nationwide. In pursuit of its goal of raising expectations for every student, Great Minds® enlists educators to write curricula based on proven learning strategies to reward students' natural curiosity, build knowledge, and cultivate lifelong critical-thinking skills. Writing teams collaborate to ensure a consistent structure and vision for learning within and across all grade levels. We are pleased to bring you our newest kindergarten through grade level 8 English language arts (ELA) offering, *Arts & Letters™*.

*Arts & Letters* students engage with high-quality texts to explore science and social studies topics, literature, and fine art. By studying topics in depth, students build knowledge of the lived experiences of others and learn how a deeper knowledge of those experiences can change the world. The text-based lessons build strong readers, writers, and communicators through effective use

of grammar and vocabulary. All students read and discuss grade-level texts, and the curriculum provides guidance for supporting all learners at key moments in the lessons.

There are four topic-driven modules for each grade level in *Arts & Letters*. The modules last between six and eight weeks and contain approximately 40 lessons. The core of each module is a selection of literary works, informational texts, and visual art. All modules integrate reading, writing, speaking, listening, and language instruction.

*Arts & Letters* was intentionally designed to be implemented alongside a high-quality, research-based foundational skills program. With strategic placement of supplemental materials, students can successfully achieve the proficiencies of Iowa standards while benefiting from the rich texts and knowledge-building of *Arts & Letters*. A detailed alignment analysis between Iowa standards and *Arts & Letters* follows.

## Language

### Conventions of Standard English

Iowa Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (DOK 1,2)</p>	<p>Level 2, Module 1, Lessons 11, 12, 13, 14, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 7, 12, 15, 16, 17, 19, 20, 21, 22, 26, 30, 31, 36, 37</p> <p>Level 2, Module 3, Lessons 6, 7, 8, 11, 13, 14, 17, 18, 23, 25, 30, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 6, 8, 9, 11, 14, 16, 18, 19, 25, 26, 27, 28, 32, 33</p>
<p><b>L.2.1.a</b> Use collective nouns (e.g., group).</p>	<p>Level 2, Module 2, Lessons 15, 19, 20, 26, 30, 31, 36, 37</p>
<p><b>L.2.1.b</b> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>	<p>Level 2, Module 2, Lessons 16, 19, 20, 26, 30, 31, 36, 37</p>
<p><b>L.2.1.c</b> Use reflexive pronouns (e.g., myself, ourselves).</p>	<p>Level 2, Module 3, Lessons 8, 11, 25</p>
<p><b>L.2.1.d</b> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>	<p>Level 2, Module 2, Lessons 20, 22, 26, 36, 37</p>
<p><b>L.2.1.e</b> Use adjectives and adverbs.</p>	<p>Level 2, Module 3, Lessons 14, 17, 23, 25, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 8, 9, 14, 18, 19, 25, 26, 32, 33</p>

Iowa Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.2.1.f</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<p>Level 2, Module 1, Lessons 11, 12, 13, 14, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 7, 12, 15, 17, 19, 21, 22, 26, 31</p> <p>Level 2, Module 3, Lessons 6, 7, 8, 11, 13, 18, 25, 30, 35</p> <p>Level 2, Module 4, Lessons 6, 9, 11, 16, 19, 27, 28, 32</p>
<p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (DOK 1,2)</p>	<p>Level 2, Module 1, Lessons 26, 27, 28, 31, 32, 33, 37, 38</p> <p>Level 2, Module 2, Lessons 21, 26, 30, 31, 36, 37</p> <p>Level 2, Module 3, Lessons 10, 11, 12, 13, 18, 21, 24, 25, 28, 35, 36</p> <p>Level 2, Module 4, Lessons 12, 14, 15, 18, 19, 25, 26, 32, 33, 37</p>
<p><b>L.2.2.a</b> Capitalize holidays, product names, and geographic names.</p>	<p>Level 2, Module 2, Lessons 21, 26, 30, 31, 36, 37</p>
<p><b>L.2.2.b</b> Use commas in greetings and closings of letters.</p>	<p>Level 2, Module 4, Lessons 12, 14</p>
<p><b>L.2.2.c</b> Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>Level 2, Module 3, Lesson 21</p> <p>Level 2, Module 4, Lesson 15</p>
<p><b>L.2.2.d</b> Generalize learned spelling patterns when writing words (e.g., cage ,Üí badge; boy ,Üí boil).</p>	<p>Level 2, Module 1, Lessons 26, 27, 28, 31, 32, 33, 37, 38</p> <p>Level 2, Module 3, Lessons 10, 11, 12, 13, 18, 24, 25, 28, 35, 36</p> <p>Level 2, Module 4, Lessons 14, 18, 19, 25, 26, 32, 33, 37</p>
<p><b>L.2.2.e</b> Consult reference materials (e.g., beginning dictionaries) as needed, to check and correct spellings.</p>	<p>Level 2, Module 3, Lessons 13, 25, 36</p>

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

<b>Iowa Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. (DOK 1,2)</p>	<p>Level 2, Module 3, Lessons 29, 30, 31, 35 Level 2, Module 4, Lessons 15, 38</p>
<p><b>L.2.3.a</b> Compare formal and informal uses of English.</p>	<p>Level 2, Module 3, Lessons 29, 30, 31, 35 Level 2, Module 4, Lessons 15, 38</p>

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

<b>Iowa Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (DOK 2,3)</p>	<p>Level 2, Module 1, Lessons 3, 4, 9, 15, 29, 31 Level 2, Module 2, Lessons 2, 3, 10, 11, 16, 18, 21, 24 Level 2, Module 3, Lessons 3, 9, 10, 11, 13, 16, 18, 22, 23 Level 2, Module 4, Lessons 7, 8, 13, 17, 22, 23, 25, 26, 32</p>
<p><b>L.2.4.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>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</p>
<p><b>L.2.4.b</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p>	<p>Level 2, Module 2, Lessons 3, 21, 24 Level 2, Module 3, Lessons 3, 18, 22 Level 2, Module 4, Lessons 17, 22, 25</p>

<b>Iowa Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>L.2.4.c</b> Use a known root word to identify the meaning of an unknown word with the same root (e.g., addition, additional).</p>	<p>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</p>
<p><b>L.2.4.d</b> Use reference materials (e.g., glossaries and beginning dictionaries) to determine or clarify the meaning of words and phrases.</p>	<p>Level 2, Module 2, Lesson 10 Level 2, Module 4, Lesson 26</p>
<p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings. (DOK 2)</p>	<p>Level 2, Module 1, Lesson 10 Level 2, Module 2, Lessons 23, 29 Level 2, Module 3, Lessons 10, 11 Level 2, Module 4, Lessons 7, 9, 16, 32</p>
<p><b>L.2.5.a</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p>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</p>
<p><b>L.2.5.b</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>Level 2, Module 2, Lesson 23 Level 2, Module 4, Lessons 7, 9, 16</p>

<p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). (DOK 1,2)</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>
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## Reading: Informational Text

### Key Ideas and Details

Iowa Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RI.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (DOK 1,2)</p>	<p>Level 2, Module 1, Lessons 6, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 33, 35, 36</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 31, 34</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 16, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34</p> <p>Level 2, Module 4, Lessons 6, 11, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>
<p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (DOK 2)</p>	<p>Level 2, Module 1, Lessons 26, 36</p> <p>Level 2, Module 2, Lessons 6, 9, 16, 17, 18, 20, 25, 28, 34</p> <p>Level 2, Module 3, Lessons 9, 12, 24, 29, 34</p> <p>Level 2, Module 4, Lessons 23, 25, 31, 36</p>
<p><b>RI.2.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (DOK 2)</p>	<p>Level 2, Module 1, Lessons 13, 14, 15, 25, 27</p> <p>Level 2, Module 2, Lessons 3, 4, 7, 11, 12, 17, 21, 24, 25, 26</p> <p>Level 2, Module 3, Lessons 3, 4, 5, 6, 22, 24, 27, 29, 30</p> <p>Level 2, Module 4, Lessons 23, 24, 29, 33</p>

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

<b>Iowa Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>RI.2.4</b></p> <p>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (DOK 2)</p>	<p>Level 2, Module 1, Lesson 15</p> <p>Level 2, Module 2, Lessons 2, 8, 10, 11, 16, 18, 21</p> <p>Level 2, Module 3, Lessons 3, 9, 13, 22, 23, 27, 28</p> <p>Level 2, Module 4, Lessons 11, 23, 25, 26, 29</p>
<p><b>RI.2.5</b></p> <p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (DOK 1)</p>	<p>Level 2, Module 1, Lessons 25, 26</p> <p>Level 2, Module 2, Lessons 4, 5, 7, 9, 10, 27, 31</p> <p>Level 2, Module 3, Lessons 28, 30</p> <p>Level 2, Module 4, Lessons 23, 24, 26, 29, 30, 32</p>
<p><b>RI.2.6</b></p> <p>Identify the main purpose of a text, including the author’s point of view and/or perspective. (DOK 2)</p>	<p>Level 2, Module 2, Lesson 18</p> <p>Level 2, Module 3, Lessons 3, 7, 12</p> <p>Level 2, Module 4, Lessons 29, 31, 33</p>

**Reading: Informational Text****Integration of Knowledge and Ideas**

<b>Iowa Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>RI.2.7</b></p> <p>Explain how specific images (e.g., a diagram showing how a machine works) and details contribute to and clarify a text. (DOK 2)</p>	<p>Level 2, Module 1, Lessons 13, 14, 15, 25, 26, 27</p> <p>Level 2, Module 2, Lessons 3, 4, 5, 11</p> <p>Level 2, Module 3, Lessons 4, 23, 27</p> <p>Level 2, Module 4, Lessons 29, 33</p>

<b>Iowa Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text. (DOK 2)</p>	<p>Level 2, Module 3, Lesson 28 Level 2, Module 4, Lessons 24, 30</p>
<p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic. (DOK 3)</p>	<p>Level 2, Module 2, Lessons 19, 26 Level 2, Module 3, Lessons 4, 7, 31 Level 2, Module 4, Lesson 33</p>

### Reading: Informational Text

#### Range of Reading and Level of Text Complexity

<b>Iowa Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>RI.2.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (DOK 1,2)</p>	<p>Level 2, Module 1, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 33, 35, 36 Level 2, 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, 31, 33, 34 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34 Level 2, Module 4, Lessons 6, 11, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>

**Reading: Literature****Key Ideas and Details**

<b>Iowa Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>RL.2.1</b></p> <p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details using evidence from the text. (DOK 1,2)</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 7, 8, 9, 10, 11, 17, 18, 19, 20, 23, 29, 30, 31, 32, 33, 36</p> <p>Level 2, Module 2, Lessons 23, 27, 28, 29, 30, 33, 34</p> <p>Level 2, Module 3, Lessons 10, 11, 14, 15, 16, 17, 18, 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, 36</p>
<p><b>RL.2.2</b></p> <p>Recount and determine the central message, lesson or moral of stories, including but not limited to fables and folktales from diverse cultures. (DOK 2)</p>	<p>Level 2, Module 1, Lessons 5, 8, 10, 18, 20, 30, 32, 36</p> <p>Level 2, Module 2, Lessons 23, 28, 30, 34</p> <p>Level 2, Module 3, Lessons 17, 34</p> <p>Level 2, Module 4, Lessons 3, 5, 8, 10, 13, 16, 18, 36</p>
<p><b>RL.2.3</b></p> <p>Describe how characters in a story respond to major events and challenges, drawing on key details. (DOK 2)</p>	<p>Level 2, Module 1, Lessons 9, 18, 19, 20, 30, 31, 32</p> <p>Level 2, Module 2, Lessons 23, 29, 30</p> <p>Level 2, Module 3, Lessons 15, 16, 17</p> <p>Level 2, Module 4, Lessons 3, 4, 5, 8, 10, 13, 16, 17</p>

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

<b>Iowa Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>RL.2.4</b></p> <p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (DOK 2)</p>	<p>Level 2, Module 1, Lessons 4, 19, 31</p> <p>Level 2, Module 3, Lessons 10, 11</p> <p>Level 2, Module 4, Lessons 9, 17</p>

<b>Iowa Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story, how the middle progresses the plot, and how the ending concludes the action. (DOK 2,3)</p>	<p>Level 2, Module 2, Lesson 28 Level 2, Module 3, Lesson 15 Level 2, Module 4, Lessons 3, 13, 17</p>
<p><b>RL.2.6</b> Acknowledge differences in the points of view (perspective) of characters, including by speaking in a different voice for each character when reading dialogue aloud. (DOK 2)</p>	<p>Level 2, Module 3, Lesson 16 Level 2, Module 4, Lessons 4, 8, 17</p>

## Reading: Literature

### Integration of Knowledge and Ideas

<b>Iowa Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>RL.2.7</b> Use information gained from the illustrations and words in a story to demonstrate understanding of its characters, setting, or plot. (DOK 2)</p>	<p>Level 2, Module 1, Lessons 8, 9, 11, 18, 30, 33 Level 2, Module 2, Lessons 23, 29 Level 2, Module 4, Lessons 3, 4, 9, 17</p>
<p><b>RL.2.8</b> (Not applicable to literature)</p>	<p>Level 2, Module 4, Lessons 11, 18, 19</p>
<p><b>RL.2.9</b> Compare and contrast two or more versions of the same story by different authors or from different cultures. (DOK 3)</p>	<p>Level 2, Module 4, Lessons 11, 18, 19</p>

## Reading: Literature

### Range of Reading and Level of Text Complexity

Iowa Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.2.10</b></p> <p>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (DOK 1,2)</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 17, 18, 19, 20, 23, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 27, 28, 29, 30, 34</p> <p>Level 2, Module 3, Lessons 14, 15, 16, 17, 18, 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, 36</p>

## Reading and Writing: Foundational Skills

### Phonics and Word Recognition

Iowa Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RF.2.3</b></p> <p>Know and apply grade-level phonics and word analysis skills to support decoding and encoding words. (DOK 1,2)</p>	<p><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.</p>
<p><b>RF.2.3.a</b></p> <p>Decode and encode long and short vowels in regularly-spelled one-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>RF.2.3.b</b></p> <p>Decode and encode common vowel teams. With prompting and support, decode and encode additional vowel teams.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

Iowa Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RF.2.3.c</b> Decode and encode regularly spelled two-syllable or 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>RF.2.3.d</b> Decode and encode words with common prefixes and suffixes.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>RF.2.3.e</b> With prompting and support, decode and encode words with inconsistent but common spelling-sound correspondences.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>RF.2.3.f</b> Read grade-appropriate high frequency words with accuracy and automaticity.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

## Reading and Writing: Foundational Skills

### Fluency

Iowa Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension. (DOK 1,2)</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 37, 38 Level 2, Module 2, Lessons 8, 9, 10, 11, 15, 35, 36, 37 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 8, 11, 35, 36 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 26, 37</p>
<p><b>RF.2.4.a</b> Read grade-level text with purpose and understanding.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 37, 38 Level 2, Module 2, Lessons 8, 9, 10, 11, 15, 35, 36, 37 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 8, 11, 35, 36 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 26, 37</p>

Iowa Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RF.2.4.b</b> Use decoding skills to self-correct word recognition, rereading as necessary.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> <p>Level 2, Module 1, Lessons 2, 6 Level 2, Module 2, Lessons 8, 37 Level 2, Module 3, Lessons 2, 6 Level 2, Module 4, Lessons 2, 6</p>
<p><b>RF.2.4.c</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 37, 38 Level 2, Module 2, Lessons 8, 9, 10, 11, 15, 35, 36, 37 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 8, 11, 35, 36 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 26, 37</p>

## Reading and Writing: Foundational Skills

### Writing Foundations

Iowa Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>WF.2.1</b> Print independently and legibly for a variety of tasks and purposes. (DOK 1)</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 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 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 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><b>WF.2.1.a</b> Produce manuscript writing with accuracy and automaticity.</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 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><b>WF.2.1.b</b> Begin to produce cursive writing.</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>

## Speaking and Listening

### Comprehension and Collaboration

Iowa Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.2.1</b> Participate in collaborative conversations with peers and adults about grade 2 topics and texts in both small and larger groups. (DOK 1,2,3)</p>	<p>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</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, 28, 29, 30, 31, 34, 35</p> <p>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</p> <p>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</p>

<p><b>SL.2.1.a</b></p> <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others, staying on topic, and taking turns speaking).</p>	<p>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</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, 28, 29, 30, 31, 34, 35</p> <p>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</p> <p>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</p>
<p><b>SL.2.1.b</b></p> <p>Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>Level 2, Module 3, Lessons 14, 17, 21, 24, 29, 34</p> <p>Level 2, Module 4, Lessons 18, 31, 36</p>
<p><b>SL.2.1.c</b></p> <p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>Level 2, Module 4, Lessons 5, 31, 36</p>
<p><b>SL.2.2</b></p> <p>Describe the main topic and recount key details from a text read aloud, information presented orally, or other media. (DOK 1,2)</p>	<p>Level 2, Module 1, Lessons 3, 5, 6, 8, 9, 10, 13, 16, 20, 21, 25, 26, 28, 32, 33</p> <p>Level 2, Module 2, Lessons 3, 6, 16, 17, 19, 21, 25, 28, 30, 34</p> <p>Level 2, Module 3, Lessons 5, 6, 7, 12, 17, 24, 29, 34</p> <p>Level 2, Module 4, Lessons 5, 6, 10, 11, 19, 25, 27, 33</p>
<p><b>SL.2.3</b></p> <p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (DOK 2)</p>	<p>Level 2, Module 4, Lessons 10, 31, 36</p>

**Speaking and Listening****Presentation of Knowledge and Ideas**

<b>Iowa Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>SL.2.4</b></p> <p>Recount an experience or tell a story with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences. (DOK 1,2)</p>	<p>Level 2, Module 1, Lessons 5, 10, 20, 32, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 6, 12, 17, 19, 23, 25, 26, 30, 34, 36, 37</p> <p>Level 2, Module 3, Lessons 11, 12, 17, 18, 24, 29, 30, 31, 34, 35</p> <p>Level 2, Module 4, Lessons 5, 10, 14, 18, 24, 25, 27, 30, 31, 32, 36, 38</p>
<p><b>SL.2.5</b></p> <p>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (DOK 2,3)</p>	<p>Level 2, Module 3, Lessons 28, 29, 30, 31</p> <p>Level 2, Module 4, Lessons 27, 36, 37, 38</p>
<p><b>SL.2.6</b></p> <p>Speak audibly and in complete sentences when appropriate to task and situation in order to provide requested detail or clarification when retelling familiar stories or reciting poems, nursery rhymes or lines of a play. (See grade 2 Language standards 1 and 3 for specific expectations.) (DOK 1,2)</p>	<p>Level 2, Module 1, Lessons 5, 8, 10, 18, 20, 30, 32, 36</p> <p>Level 2, Module 2, Lessons 23, 28, 30, 34</p> <p>Level 2, Module 3, Lessons 17, 34</p> <p>Level 2, Module 4, Lessons 3, 5, 8, 10, 13, 16, 18, 36</p>

**Writing****Text Types and Purposes**

<b>Iowa Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>W.2.1</b></p> <p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (DOK 2,3)</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>

<b>Iowa Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (DOK 2,3)</p>	<p>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</p>
<p><b>W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (DOK 2,3)</p>	<p>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</p>

## Writing

### Production and Distribution of Writing

<b>Iowa Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>W.2.4</b> (Begins in grade 3)</p>	
<p><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (DOK 2,3)</p>	<p>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</p>
<p><b>W.2.6</b> With guidance and support from adults and collaboration with peers, use a variety of digital tools to produce and publish writing. (DOK 1,2)</p>	<p>Level 2, Module 3, Lesson 28 Level 2, Module 4, Lessons 27, 36, 37</p>

## Writing

### Research to Build and Present Knowledge

Iowa Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (DOK 2,3)</p>	<p>Level 2, Module 1, Lessons 11, 16, 21, 28, 33, 36</p> <p>Level 2, Module 2, Lessons 7, 11, 12, 17, 18, 19, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36</p> <p>Level 2, Module 3, Lessons 6, 7, 9, 10, 11, 12, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 6, 11, 13, 14, 16, 17, 18, 19, 23, 24, 25, 27, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question. (DOK 1,2)</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><b>W.2.9</b> (Begins in grade 4)</p>	

## Writing

### Range of Writing

Iowa Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.2.10</b> (Begins in grade 3)</p>	