



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 & Letters</i>
<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (DOK 1,2)</p>	<p>Level 7, Module 1, Lessons 12, 17, 22, 28, 32 Level 7, Module 2, Lessons 16, 30, 31, 38, 39 Level 7, Module 3, Lessons 11, 22, 33 Level 7, Module 4, Lessons 14, 34</p>
<p>L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.</p>	<p>Level 7, Module 1, Lessons 12, 17, 22, 28, 32</p>
<p>L.7.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p>Level 7, Module 3, Lessons 22, 33 Level 7, Module 4, Lessons 14, 34</p>
<p>L.7.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>Level 7, Module 1, Lesson 22 Level 7, Module 2, Lessons 16, 30, 31, 38, 39 Level 7, Module 3, Lesson 11</p>
<p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (DOK 1,2)</p>	<p>Level 7, Module 1, Lessons 21, 22, 26, 31, 38, 39 Level 7, Module 2, Lessons 14, 15, 16, 30, 31, 38, 39 Level 7, Module 3, Lessons 11, 12, 29, 30, 32, 37, 38, 39 Level 7, Module 4, Lessons 29, 34, 35</p>
<p>L.7.2.a Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p>	<p>Level 7, Module 1, Lessons 26, 31, 38, 39 Level 7, Module 3, Lesson 12</p>

Iowa Standards	Aligned Components of Arts & Letters
<p>L.7.2.b Spell correctly, consulting references as needed.</p>	<p>Level 7, Module 1, Lessons 21, 22, 26, 31, 38, 39 Level 7, Module 2, Lessons 14, 15, 16, 30, 31, 38, 39 Level 7, Module 3, Lessons 11, 12, 29, 30, 32, 37, 38, 39 Level 7, Module 4, Lessons 29, 34, 35</p>

Language

Knowledge of Language

Iowa Standards	Aligned Components of Arts & Letters
<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (DOK 2,3)</p>	<p>Level 7, Module 1, Lessons 12, 18, 22, 32 Level 7, Module 2, Lessons 4, 16, 30 Level 7, Module 3, Lessons 7, 11, 12, 21, 22, 29, 30, 32, 33, 37, 38, 39 Level 7, Module 4, Lessons 14, 31</p>
<p>L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>Level 7, Module 1, Lessons 12, 18, 22, 32 Level 7, Module 2, Lessons 4, 16, 30 Level 7, Module 3, Lessons 7, 11, 12, 21, 22, 29, 30, 32, 33, 37, 38, 39 Level 7, Module 4, Lessons 14, 31</p>

Language**Vocabulary Acquisition and Use**

Iowa Standards	Aligned Components of Arts & Letters
<p>L.7.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (DOK 2,3)</p>	<p>Level 7, Module 1, Lessons 2, 14, 16, 18, 19, 23, 26, 27, 34</p> <p>Level 7, Module 2, Lessons 4, 5, 7, 9, 12, 18, 20, 27, 31, 33</p> <p>Level 7, Module 3, Lessons 2, 3, 5, 14, 15, 19, 24, 28, 35</p> <p>Level 7, Module 4, Lessons 2, 16, 17, 18, 33</p>
<p>L.7.4.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 7, Module 1, Lessons 16, 19</p> <p>Level 7, Module 2, Lessons 4, 5, 7, 9, 20, 27, 31, 33</p> <p>Level 7, Module 3, Lessons 2, 3, 5, 14, 19</p> <p>Level 7, Module 4, Lesson 18</p>
<p>L.7.4.b</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>	<p>Level 7, Module 1, Lessons 2, 14, 18, 26, 27, 34</p> <p>Level 7, Module 2, Lessons 7, 12, 18, 31</p> <p>Level 7, Module 3, Lessons 3, 5, 15, 24, 35</p> <p>Level 7, Module 4, Lessons 2, 16, 33</p>
<p>L.7.4.c</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>Level 7, Module 3, Lessons 2, 28</p> <p>Level 7, Module 4, Lessons 2, 16, 17</p>
<p>L.7.4.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 by using other reference materials).</p>	<p>Level 7, Module 1, Lesson 23</p> <p>Level 7, Module 4, Lesson 17</p>

7 | Iowa Academic Standards for ELA and Literacy Correlation to *Arts & Letters*

<p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (DOK 2,3)</p>	<p>Level 7, Module 2, Lessons 2, 4, 7, 9, 14, 21, 27 Level 7, Module 3, Lessons 2, 3, 6, 14, 15, 16, 17, 18, 19 Level 7, Module 4, Lesson 29</p>
<p>L.7.5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>	<p>Level 7, Module 2, Lessons 4, 9, 21, 27 Level 7, Module 3, Lessons 6, 14, 16, 17, 18, 19</p>
<p>L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<p>Level 7, Module 2, Lessons 2, 14 Level 7, Module 3, Lessons 2, 3, 15, 16, 18</p>
<p>L.7.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>Level 7, Module 2, Lesson 7 Level 7, Module 4, Lesson 29</p>
<p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (DOK 1,2)</p>	<p>Level 7, Module 1, Lessons 2, 4, 11, 12, 16, 18, 19, 20, 21, 22, 26, 27, 28, 30, 31, 32, 35, 36, 37, 38, 39 Level 7, Module 2, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 20, 21, 23, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39 Level 7, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39 Level 7, Module 4, Lessons 3, 13, 14, 18, 21, 25, 30, 31, 39</p>

Reading: Informational Text**Key Ideas and Details**

Iowa Standards	Aligned Components of Arts & Letters
<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (DOK 1,2,3)</p>	<p>Level 7, Module 1, Lessons 4, 8, 9, 12, 16, 18, 23, 31, 32, 36 Level 7, Module 2, Lessons 4, 6, 7, 11, 12, 16, 27, 28, 31, 34 Level 7, Module 3, Lessons 5, 6, 10, 12, 15, 16, 17, 22, 33 Level 7, Module 4, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 20, 21, 23, 27, 31, 39</p>
<p>RI.7.2 Analyze informational text development. (DOK 2,3,4)</p>	<p>Level 7, Module 1, Lesson 18 Level 7, Module 2, Lessons 7, 11, 31, 34 Level 7, Module 4, Lessons 13, 39</p>
<p>RI.7.2.a Determine two or more central ideas in a text and analyze their development throughout the text.</p>	<p>Level 7, Module 2, Lesson 34 Level 7, Module 4, Lessons 13, 39</p>
<p>RI.7.2.b Provide an objective summary of the text.</p>	<p>Level 7, Module 1, Lesson 18 Level 7, Module 2, Lessons 7, 11, 31</p>
<p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (DOK 2,3)</p>	<p>Level 7, Module 1, Lesson 12 Level 7, Module 2, Lessons 4, 34 Level 7, Module 4, Lessons 4, 5, 7, 9, 10, 13, 39</p>

Reading: Informational Text**Craft and Structure**

Iowa Standards	Aligned Components of Arts & Letters
<p>RI.7.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (DOK 1,2,3)</p>	<p>Level 7, Module 1, Lessons 4, 18</p> <p>Level 7, Module 2, Lessons 4, 7, 27, 31</p> <p>Level 7, Module 3, Lesson 5</p> <p>Level 7, Module 4, Lessons 3, 7</p>
<p>RI.7.5</p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (DOK 2,3)</p>	<p>Level 7, Module 4, Lesson 6</p>
<p>RI.7.6</p> <p>Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (DOK 2,3)</p>	<p>Level 7, Module 3, Lesson 12</p> <p>Level 7, Module 4, Lessons 3, 11</p>

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

Iowa Standards	Aligned Components of Arts & Letters
<p>RI.7.7</p> <p>Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (DOK 3,4)</p>	<p>Level 7, Module 2, Lesson 7</p>

<p>RI.7.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (DOK 2,3,4)</p>	<p>Level 7, Module 4, Lesson 12</p>
<p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (DOK 3,4)</p>	<p>Level 7, Module 4, Lesson 8</p>

Reading: Informational Text

Range of Reading and Level of Text Complexity

Iowa Standards	Aligned Components of <i>Arts & Letters</i>
<p>RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (DOK 1,2)</p>	<p>Level 7, Module 1, Lessons 4, 8, 9, 12, 16, 18, 23, 31, 32, 36 Level 7, Module 2, Lessons 4, 6, 7, 11, 12, 16, 27, 28, 31, 33, 34 Level 7, Module 3, Lessons 5, 6, 10, 12, 15, 16, 17, 22, 33, 35 Level 7, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 20, 21, 23, 27, 31, 39</p>

Reading: Literature**Key Ideas and Details**

Iowa Standards	Aligned Components of Arts & Letters
<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (DOK 1,2,3)</p>	<p>Level 7, Module 1, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 36</p> <p>Level 7, Module 2, Lessons 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35</p> <p>Level 7, Module 3, 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, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 7, Module 4, Lessons 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 39</p>
<p>RL.7.2 Analyze literary text development. (DOK 2,3)</p>	<p>Level 7, Module 1, Lessons 3, 5, 11, 16, 17, 21, 24, 25, 31, 36</p> <p>Level 7, Module 2, Lessons 9, 15, 22, 29, 34</p> <p>Level 7, Module 3, Lessons 9, 10, 11, 21, 32, 36</p> <p>Level 7, Module 4, Lessons 26, 30, 39</p>
<p>RL.7.2.a Determine a theme or central idea of a text; analyze the development of the theme throughout the text.</p>	<p>Level 7, Module 1, Lessons 11, 21, 31, 36</p> <p>Level 7, Module 2, Lessons 15, 22, 29, 34</p> <p>Level 7, Module 3, Lessons 10, 11, 21, 32, 36</p> <p>Level 7, Module 4, Lessons 30, 39</p>
<p>RL.7.2.b Provide an objective summary of the text.</p>	<p>Level 7, Module 1, Lessons 3, 5, 16, 17, 24, 25</p> <p>Level 7, Module 2, Lesson 9</p> <p>Level 7, Module 3, Lesson 9</p> <p>Level 7, Module 4, Lesson 26</p>

<p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (DOK 2,3)</p>	<p>Level 7, Module 1, Lessons 4, 5, 6, 7, 8, 9, 16, 17, 19, 22, 25, 27, 28, 29, 30</p> <p>Level 7, Module 2, Lessons 3, 5, 6, 8, 11, 12, 13, 14, 15, 19, 20, 22, 23, 24, 25, 27, 29, 34</p> <p>Level 7, Module 3, Lessons 3, 4, 6, 7, 8, 14, 17, 18, 25, 27, 29, 30</p> <p>Level 7, Module 4, Lessons 18, 19, 21, 22, 27, 28, 30, 39</p>
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Reading: Literature

Craft and Structure

Iowa Standards	Aligned Components of <i>Arts & Letters</i>
<p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of specific word choice on meaning, tone and mood, including words with multiple meanings within a text. (DOK 2,3)</p>	<p>Level 7, Module 1, Lessons 16, 19</p> <p>Level 7, Module 2, Lessons 2, 5, 9, 14, 20, 21, 27</p> <p>Level 7, Module 3, Lessons 2, 3, 14, 16, 17, 18, 19, 28, 29</p> <p>Level 7, Module 4, Lessons 3, 7, 18, 24, 29</p> <p><i>Arts & Letters</i> addresses analyzing the impact of specific word choice on tone in grade levels 6 and 8.</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> <p>Level 8, Module 1, Lessons 3, 4, 10, 17, 25, 30</p> <p>Level 8, Module 2, Lesson 13</p> <p>Level 8, Module 4, Lessons 2, 3, 4, 5, 6, 8, 24, 25, 28</p>

<p>RL.7.5 Analyze the structure an author uses to organize a text and how it contributes to the text meaning. (DOK 3,4)</p>	<p>Level 7, Module 1, Lessons 10, 20 Level 7, Module 3, Lessons 10, 11</p>
<p>RL.7.6 Analyze how an author contrasts the points of view and/or perspectives of different characters or narrators in a text. (DOK 3,4)</p>	<p>Level 7, Module 1, Lessons 6, 7, 8, 19, 20, 26, 28 Level 7, Module 2, Lessons 3, 10, 14, 22, 23, 26 Level 7, Module 3, Lessons 14, 16, 19, 26 Level 7, Module 4, Lesson 20</p>

Reading: Literature

Integration of Knowledge and Ideas

Iowa Standards	Aligned Components of <i>Arts & Letters</i>
<p>RL.7.7 Compare a text to another text in a different medium about the same topic; evaluate the techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) and its impact on the audience. (DOK 3,4)</p>	<p>Level 7, Module 3, Lesson 2 Level 7, Module 4, Lesson 24</p>
<p>RL.7.8 (Not applicable to literature)</p>	
<p>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (DOK 3,4)</p>	<p>Level 7, Module 1, Lessons 4, 8, 16, 18, 25, 32 Level 7, Module 2, Lessons 4, 6, 9, 11, 16, 22, 27, 28, 31 Level 7, Module 3, Lessons 5, 6, 10, 14, 15, 16, 17, 22, 33 Level 7, Module 4, Lessons 21, 23, 27</p>

Reading: Literature

Range of Reading and Level of Text Complexity

Iowa Standards	Aligned Components of <i>Arts & Letters</i>
<p>RL.7.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (DOK 1,2)</p>	<p>Level 7, Module 1, 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, 34, 35, 36</p> <p>Level 7, Module 2, Lessons 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35</p> <p>Level 7, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 7, Module 4, Lessons 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 39</p>

Speaking and Listening

Comprehension and Collaboration

Iowa Standards	Aligned Components of <i>Arts & Letters</i>
<p>SL.7.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (DOK 1,2,3)</p>	<p>Level 7, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 36</p> <p>Level 7, Module 2, Lessons 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 29, 30, 34</p> <p>Level 7, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 39</p> <p>Level 7, Module 4, Lessons 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 34, 35, 38, 39</p>
<p>SL.7.1.a</p> <p>Come to discussions prepared, having read or researched material under study; 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 7, Module 1, Lessons 3, 4, 5, 6, 7, 9, 10, 11, 16, 18, 19, 20, 21, 22, 24, 26, 27, 28, 29, 30, 31, 32, 36</p> <p>Level 7, Module 2, Lessons 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 29, 30, 34</p> <p>Level 7, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 20, 21, 22, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p>

Iowa Standards	Aligned Components of <i>Arts & Letters</i>
	Level 7, Module 4, Lessons 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 39
<p>SL.7.1.b</p> <p>Follow rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address taking votes on key issues.</p> <p>Level 7, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 36</p> <p>Level 7, Module 2, Lessons 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 29, 30, 34</p> <p>Level 7, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 39</p> <p>Level 7, Module 4, Lessons 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 34, 35, 38, 39</p>
<p>SL.7.1.c</p> <p>Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	<p>Level 7, Module 1, Lessons 11, 21, 31, 36</p> <p>Level 7, Module 2, Lessons 15, 29, 34</p> <p>Level 7, Module 3, Lessons 11, 21, 32, 36</p> <p>Level 7, Module 4, Lessons 13, 30, 39</p>
<p>SL.7.1.d</p> <p>Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>Level 7, Module 1, Lessons 11, 21, 31, 36</p> <p>Level 7, Module 2, Lessons 15, 29, 34</p> <p>Level 7, Module 3, Lessons 11, 21, 32, 36</p> <p>Level 7, Module 4, Lessons 13, 30, 39</p>
<p>SL.7.2</p> <p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (DOK 2,3)</p>	<p>Level 7, Module 1, Lessons 3, 25</p> <p>Level 7, Module 2, Lessons 6, 7, 24, 27, 30</p> <p>Level 7, Module 3, Lessons 5, 13, 14</p> <p>Level 7, Module 4, Lessons 6, 14</p>

Iowa Standards	Aligned Components of <i>Arts & Letters</i>
<p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (DOK 2,3,4)</p>	<p>Level 7, Module 3, Lessons 11, 31, 36, 38 Level 7, Module 4, Lesson 5</p>

Speaking and Listening

Presentation of Knowledge and Ideas

Iowa Standards	Aligned Components of <i>Arts & Letters</i>
<p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples, and style appropriate to purpose, audience, and task. (DOK 1,2,3)</p>	<p>Level 7, Module 1, Lessons 11, 21, 31, 36 Level 7, Module 2, Lessons 15, 29, 34 Level 7, Module 3, Lessons 11, 21, 32, 36 Level 7, Module 4, Lessons 13, 30, 37, 38, 39</p>
<p>SL.7.5 Integrate multimedia components and visual displays (e.g., graphics, images, charts, graphs) in presentations to clarify claims and findings and emphasize salient points. (DOK 2,3)</p>	<p>Level 7, Module 4, Lessons 31, 36, 37, 38</p>
<p>SL.7.6 Adapt speech to a variety of contexts and tasks, such as conducting interviews and participating in public performances, demonstrating command of formal English when indicated or appropriate; use appropriate eye contact, adequate volume, and clear pronunciation. (See grade 7 Language standards 1 and 3 for specific expectations) (DOK 1,2,3)</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address adapting speech to the task of conducting interviews. Level 7, Module 1, Lessons 11, 17, 21, 31, 35, 36 Level 7, Module 2, Lessons 15, 29, 34 Level 7, Module 3, Lessons 11, 21, 32, 36 Level 7, Module 4, Lessons 13, 26, 30, 37, 38, 39</p>

Writing**Text Types and Purposes**

Iowa Standards	Aligned Components of Arts & Letters
<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence. (DOK 3,4)</p>	<p>Level 7, Module 3, Lessons 5, 6, 7, 8, 9, 10, 11, 12, 18, 19, 21, 22, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p>
<p>W.7.1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p>Level 7, Module 3, Lessons 6, 7, 9, 10, 11, 12, 21, 22, 26, 27, 28, 29, 30, 32, 33, 36, 37, 38, 39</p>
<p>W.7.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p>Level 7, Module 3, Lessons 5, 6, 7, 8, 9, 10, 11, 12, 18, 19, 21, 22, 25, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p>
<p>W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>	<p>Level 7, Module 3, Lessons 10, 11, 12, 21, 26, 28, 29, 30, 32, 37, 38, 39</p>
<p>W.7.1.d Establish and maintain a tone and style appropriate for the task and audience.</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address establishing and maintaining a tone appropriate to task and audience. Level 7, Module 3, Lessons 12, 27, 28, 29, 30, 32, 37, 38, 39</p>
<p>W.7.1.e Provide a concluding statement or section that follows and supports the argument presented.</p>	<p>Level 7, Module 3, Lessons 10, 11, 12, 28, 29, 30, 32, 37, 38, 39</p>

<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (DOK 3,4)</p>	<p>Level 7, Module 2, Lessons 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 25, 26, 27, 28, 29, 30, 31, 35, 36, 37, 38, 39</p>
<p>W.7.2.a Introduce a topic clearly, previewing what is to follow; 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 aiding comprehension.</p>	<p>Level 7, Module 2, Lessons 9, 12, 13, 15, 16, 26, 28, 30, 31, 35, 36, 37, 38, 39</p>
<p>W.7.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Level 7, Module 2, Lessons 6, 7, 8, 10, 11, 15, 25, 27, 28, 30, 31, 35, 36, 38, 39</p>
<p>W.7.2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>Level 7, Module 2, Lessons 4, 15, 16, 38, 39</p>
<p>W.7.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Level 7, Module 2, Lessons 27, 30, 31, 38, 39</p>
<p>W.7.2.e Establish and maintain a formal style.</p>	<p>Level 7, Module 2, Lessons 15, 30, 31, 38, 39</p>
<p>W.7.2.f Provide a concluding statement or section that follows and supports the information or explanation presented.</p>	<p>Level 7, Module 2, Lessons 14, 15, 29, 30, 31, 37, 38, 39</p>

<p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (DOK 3,4)</p>	<p>Level 7, Module 1, Lessons 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 35, 36, 37, 38, 39</p>
<p>W.7.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>Level 7, Module 1, Lessons 8, 9, 11, 20, 21, 22, 29, 30, 31, 35, 36, 37, 38, 39</p>
<p>W.7.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>Level 7, Module 1, Lessons 10, 12, 15, 16, 17, 21, 22, 24, 27, 28, 31, 38, 39</p>
<p>W.7.3.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>	<p>Level 7, Module 1, Lessons 19, 21, 22, 25, 31, 32, 38, 39</p>
<p>W.7.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>Level 7, Module 1, Lessons 18, 21, 22, 23, 31, 38, 39</p>
<p>W.7.3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Level 7, Module 1, Lessons 29, 30, 31, 37, 38, 39</p>

Writing**Production and Distribution of Writing**

Iowa Standards	Aligned Components of Arts & Letters
<p>W.7.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (DOK 3,4)</p>	<p>Level 7, Module 1, Lessons 7, 8, 9, 10, 11, 12, 15, 16, 17, 20, 21, 22, 26, 27, 30, 31, 32, 35, 36, 37, 38, 39</p> <p>Level 7, Module 2, Lessons 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39</p> <p>Level 7, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 18, 19, 20, 21, 22, 25, 26, 27, 28, 29, 30, 32, 33, 36, 37, 38, 39</p> <p>Level 7, Module 4, Lessons 18, 19, 20, 31, 34, 35</p>
<p>W.7.5</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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) (DOK 2,3,4)</p>	<p>Level 7, Module 1, Lessons 20, 22, 30, 32, 35, 36, 37, 39</p> <p>Level 7, Module 2, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 25, 26, 27, 28, 29, 31, 34, 35, 36, 37, 38, 39</p> <p>Level 7, Module 3, Lessons 5, 6, 7, 8, 10, 18, 19, 21, 22, 25, 26, 27, 31, 32, 33, 36, 38, 39</p> <p>Level 7, Module 4, Lesson 35</p>
<p>W.7.6</p> <p>Use technology to produce and publish writing as well as to interact and collaborate with others, including linking to and citing sources. (DOK 1,2,3)</p>	<p>Level 7, Module 4, Lessons 30, 31, 35</p>

Writing**Research to Build and Present Knowledge**

Iowa Standards	Aligned Components of Arts & Letters
<p>W.7.7</p> <p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (DOK 3,4)</p>	<p>Level 7, Module 1, Lessons 35, 36, 37, 38</p> <p>Level 7, Module 2, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 25, 26, 27, 28, 29, 30, 31, 35, 36, 37, 38, 39</p> <p>Level 7, Module 3, Lessons 5, 6, 7, 8, 9, 10, 11, 18, 19, 21, 22, 25, 27, 28, 29, 30, 33, 36, 37, 38</p> <p>Level 7, Module 4, Lessons 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39</p>
<p>W.7.8</p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (DOK 2,3,4)</p>	<p>Level 7, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 15, 16, 17, 18, 19, 20, 23, 24, 25, 27, 28, 29, 30, 31, 32, 35, 36, 37</p> <p>Level 7, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 34, 35, 36, 37</p> <p>Level 7, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 25, 26, 28, 29, 30, 31, 33, 36</p> <p>Level 7, Module 4, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 39</p>
<p>W.7.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (DOK 2,3,4)</p>	<p>Level 7, Module 2, Lessons 6, 10, 11, 15, 25, 30, 31, 35, 36, 38, 39</p> <p>Level 7, Module 3, Lessons 5, 6, 11, 12, 18, 19, 32, 33, 37, 38, 39</p> <p>Level 7, Module 4, Lessons 34, 35</p>
<p>W.7.9.a</p> <p>Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p>	<p>Level 7, Module 2, Lessons 6, 10, 11, 15, 25, 30, 31, 35, 36, 38, 39</p> <p>Level 7, Module 3, Lessons 5, 6, 11, 12, 18, 19, 32, 33, 37, 38, 39</p>

<p>W.7.9.b Apply grade 7 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>Level 7, Module 4, Lessons 34, 35</p>
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Writing

Range of Writing

Iowa Standards	Aligned Components of <i>Arts & Letters</i>
<p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (DOK 1,2,3,4)</p>	<p>Level 7, Module 1, Lessons 3, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 35, 36, 37, 38, 39</p> <p>Level 7, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39</p> <p>Level 7, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 7, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 34, 35, 37, 38, 39</p>