

# Maine Learning Results English Language Arts/Literacy Standards (2020)



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

**Language: Conventions of Standard English**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<b>L.1.1.a</b> Use common, proper, and possessive nouns.	Level 1, Module 2, Lessons 6, 16 Level 1, Module 3, Lesson 2
<b>L.1.1.b</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	Level 1, Module 2, Lessons 6, 21, 26, 32, 33, 37, 38
<b>L.1.1.c</b> 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
<b>L.1.1.d</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	Level 1, Module 2, Lesson 11 Level 1, Module 4, Lessons 22, 26, 27, 28, 32, 33, 38
<b>L.1.1.e</b> 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
<b>L.1.1.f</b> Use frequently occurring conjunctions (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
<b>L.1.1.g</b> Use determiners (e.g., articles, demonstratives).	Level 1, Module 2, Lessons 16, 17, 21

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.1.1.h</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p>	<p>Level 1, Module 2, Lessons 16, 24 Level 1, Module 4, Lesson 3</p>
<p><b>L.1.1.i</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>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</p>

## Language: Conventions of Standard English

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.2.1.a</b> Capitalize dates and names of people.</p>	<p>Level 1, Module 1, Lessons 16, 29, 32, 38 Level 1, Module 3, Lesson 16</p>
<p><b>L.2.1.b</b> Use end punctuation for sentences.</p>	<p>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</p>
<p><b>L.2.1.c</b> Use commas in dates and to separate single words in a series.</p>	<p>Level 1, Module 3, Lessons 3, 4</p>

<p><b>L.2.1.d</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>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</p>
<p><b>L.2.1.e</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>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</p>

### Language: Knowledge of Language

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.3.1</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 2. Level 2, Module 1, Lesson 10 Level 2, Module 3, Lessons 29, 30, 31, 35 Level 2, Module 4, Lessons 15, 38</p>

## Language: Vocabulary Acquisition and Use

Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.4.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>	<p>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, 11, 12, 22, 27, 28, 30</p>
<p><b>L.4.1.a</b> 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                      Level 1, Module 2, Lessons 18, 26, 32                      Level 1, Module 3, Lessons 3, 4, 9, 10, 15, 21, 25, 26, 32                      Level 1, Module 4, Lessons 3, 11, 12, 27, 30</p>
<p><b>L.4.1.b</b> Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p>Level 1, Module 2, Lesson 21                      Level 1, Module 3, Lessons 3, 4, 29, 31                      Level 1, Module 4, Lessons 12, 30</p>
<p><b>L.4.1.c</b> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>Level 1, Module 2, Lessons 6, 21, 33                      Level 1, Module 4, Lessons 22, 28</p>

## Language: Vocabulary Acquisition and Use

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.5.1</b></p> <p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Level 1, Module 1, Lessons 3, 4, 9, 31</p> <p>Level 1, Module 2, Lessons 8, 20</p> <p>Level 1, Module 3, Lessons 2, 10, 25, 31</p> <p>Level 1, Module 4, Lessons 3, 4, 8, 15, 29, 36</p>
<p><b>L.5.1.a</b></p> <p>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>Level 1, Module 4, Lessons 3, 8, 15</p>
<p><b>L.5.1.b</b></p> <p>Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	<p>Level 1, Module 3, Lesson 10</p> <p>Level 1, Module 4, Lessons 29, 36</p>
<p><b>L.5.1.c</b></p> <p>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p>Level 1, Module 1, Lessons 3, 4, 9, 31</p> <p>Level 1, Module 2, Lessons 8, 20</p> <p>Level 1, Module 3, Lessons 2, 31</p>
<p><b>L.5.1.d</b></p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>Level 1, Module 3, Lesson 25</p> <p>Level 1, Module 4, Lessons 3, 4, 29</p>

## Language: Vocabulary Acquisition and Use

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.6.1</b></p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>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</p> <p>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</p> <p>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</p> <p>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</p>

## Speaking and Listening: Comprehension and Collaboration

Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.1.1</b></p> <p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<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>

<p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<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>
<p><b>SL.1.1.b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>Level 1, Module 3, Lessons 17, 22, 27, 33, 37</p> <p>Level 1, Module 4, Lessons 25, 31, 36</p>
<p><b>SL.1.1.c</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Level 1, Module 4, Lessons 5, 25, 31, 36</p>

## Speaking and Listening: Comprehension and Collaboration

Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</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, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 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, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37</p> <p>Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.2.1.b</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Level 1, Module 4, Lessons 17, 25, 31, 36</p>

### Speaking and Listening: Presentation of Knowledge and Ideas

Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>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</p>
<p><b>SL.3.1.b</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Level 1, Module 3, Lessons 26, 27, 28, 29, 37, 38, 39 Level 1, Module 4, Lessons 11, 12, 13, 37, 39</p>

### Speaking and Listening: Presentation of Knowledge and Ideas

Adapt speech to a variety of contexts, audiences, and communicative tasks.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.4.1</b> Produce complete sentences when appropriate to task and situation.</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32, 36 Level 1, Module 2, Lessons 5, 15, 27, 32, 36, 38 Level 1, Module 3, Lessons 5, 8, 17, 22, 27, 28, 29, 33, 37, 38, 39 Level 1, Module 4, Lessons 5, 17, 25, 31, 36, 39</p>

## Reading: Foundational Skills/Print Concepts

Demonstrate understanding of the organization and basic features of print.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.1.1</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</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>

## Reading: Foundational Skills/Phonological Awareness

Demonstrate understanding of words, syllables, and sounds (phonemes).

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.2.1.a</b> Distinguish long from short vowel sounds in spoken single-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>R.2.1.b</b> Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>R.2.1.c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.2.1.d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

## Reading: Foundational Skills/Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills when decoding words.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.3.1.a</b> Know the spelling-sound correspondences for common consonant digraphs.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>R.3.1.b</b> Decode 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>R.3.1.c</b> Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>R.3.1.d</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>R.3.1.e</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>R.3.1.f</b> Read words with inflectional endings.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.3.1.g</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

### Reading: Key Ideas and Details

Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.4.1</b> Ask and answer questions about who, what, when, where, and how.</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, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 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, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 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, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>

### Reading: Key Ideas and Details

Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.5.1.a</b> Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32, 36</p> <p>Level 1, Module 2, Lessons 3, 5, 13, 15, 25, 27, 30, 32, 36</p> <p>Level 1, Module 3, Lessons 3, 5, 15, 17, 20, 22, 25, 27, 31, 33, 37</p> <p>Level 1, Module 4, Lessons 3, 5, 15, 17, 23, 25, 29, 31, 36</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.5.1.b</b> Retell key details of texts, including the main topic.</p>	<p>Level 1, Module 2, Lessons 8, 18, 19, 36 Level 1, Module 3, Lessons 8, 37 Level 1, Module 4, Lessons 7, 10, 26</p>

### Reading: Key Ideas and Details

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.6.1.a</b> Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p>	<p>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</p>
<p><b>R.6.1.b</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Level 1, Module 2, Lessons 8, 9, 10, 14, 18, 19, 20 Level 1, Module 3, Lessons 26, 32, 34</p>

### Reading: Craft and Structure

Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.7.1.a</b> Identify words and phrases in a text that suggest feelings or appeal to the senses.</p>	<p>Level 1, Module 1, Lesson 26 Level 1, Module 3, Lessons 21, 25 Level 1, Module 4, Lessons 23, 30</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.7.1.b</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>Level 1, Module 2, Lessons 18, 21, 33 Level 1, Module 3, Lessons 9, 10, 30, 32 Level 1, Module 4, Lessons 8, 9, 11, 32</p>

### Reading: Craft and Structure

Analyze the structure of various texts, including how the features and components relate to each other and the whole.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.8.1.a</b> Explain major differences between texts that tell stories and texts that give information, drawing on various text types.</p>	<p>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</p>
<p><b>R.8.1.b</b> Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address using indexes and links to locate key facts or information in a text. 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</p>

### Reading: Craft and Structure

Assess how perspective or purpose shapes the content and style of a text.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.9.1.a</b> Identify who is telling the story at various points in a text.</p>	<p>Level 1, Module 1, Lessons 14, 26</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.9.1.b</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Level 1, Module 1, Lessons 14, 26 Level 1, Module 4, Lessons 23, 29</p>

### Reading: Integration of Knowledge and Ideas

Evaluate the argument and specific claims in various texts.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.10.1</b> Identify the reasons an author or character gives to support points in a text.</p>	<p>Level 1, Module 3, Lessons 32, 34 Level 1, Module 4, Lessons 7, 26</p>

### Reading: Integration of Knowledge and Ideas

Analyze and evaluate content presented in various texts (e.g., literary, historical, visual, artistic, quantitative, technological).

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.11.1.a</b> Use illustrations and words in a text to describe its characters, setting, or events.</p>	<p>Level 1, Module 1, Lessons 4, 8, 9, 13, 14, 15, 17, 19, 20, 26, 30, 31, 32, 33 Level 1, Module 2, Lessons 4, 5, 6, 13, 15, 25, 26, 27, 32 Level 1, Module 3, Lessons 3, 4, 20, 22, 31, 33 Level 1, Module 4, Lessons 3, 16, 30, 33</p>
<p><b>R.11.1.b</b> Compare and contrast the experiences of characters in various texts.</p>	<p>Level 1, Module 3, Lesson 21 Level 1, Module 4, Lessons 6, 18, 24, 27, 36</p>
<p><b>R.11.1.c</b></p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32 Level 1, Module 2, Lessons 5, 15, 27, 32</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
Use the illustrations and details in a text to describe its central idea.	Level 1, Module 3, Lessons 5, 17, 22, 27, 33 Level 1, Module 4, Lessons 5, 17, 25, 31
<b>R.11.1.d</b> Compare and contrast two texts on the same topic.	Level 1, Module 2, Lessons 6, 11 Level 1, Module 3, Lessons 6, 9, 34

## Reading: Fluency

Read with sufficient accuracy and fluency to support comprehension.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<b>R.12.1.a</b> Read various on-level text with purpose and understanding.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>R.12.1.b</b> Read various on-level text with accuracy, appropriate rate, and expression on successive readings.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>R.12.1.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.

### Writing: Inquiry to Build and Present Knowledge

Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.1.1.a</b></p> <p>Investigate questions by participating in shared research and writing projects.</p>	<p>Level 1, Module 1, Lessons 6, 11, 16, 21, 28, 33, 36</p> <p>Level 1, Module 2, Lessons 6, 11, 13, 14, 16, 17, 18, 19, 20, 21, 24, 25, 26, 28, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 1, Module 3, Lessons 6, 11, 14, 15, 16, 17, 18, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39</p> <p>Level 1, Module 4, Lessons 6, 10, 11, 12, 13, 18, 26, 27, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p><b>W.1.1.b</b></p> <p>Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p>	<p>Level 1, Module 1, Lessons 3, 4, 9, 12, 13, 14, 17, 18, 19, 20, 24, 25, 26, 27, 31, 32, 36, 37</p> <p>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</p> <p>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</p> <p>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</p>

### Writing: Process and Production

Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.2.1.a</b></p> <p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>Level 1, Module 1, Lessons 16, 21, 29, 30, 32, 38</p> <p>Level 1, Module 2, Lessons 15, 21, 27, 33, 38</p> <p>Level 1, Module 3, Lessons 18, 22, 23, 27, 32, 34, 38</p> <p>Level 1, Module 4, Lessons 13, 19, 27, 33, 38, 39</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.2.1.b</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p>	<p>Level 1, Module 4, Lessons 12, 13, 37, 39</p>

### Writing: Composing for Audience and Purpose

Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.3.1.a</b> Print all upper- and lowercase letters.</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>
<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p>	<p>Level 1, Module 3, Lessons 11, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 37, 38, 39</p> <p>Level 1, Module 4, Lessons 29, 30, 31, 32, 33, 36, 37, 38, 39</p>