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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>
<p><b>L.1.2.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.1.2.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.1.2.c</b> Use reflexive pronouns (e.g., myself, ourselves).</p>	<p>Level 2, Module 3, Lessons 8, 11, 25</p>
<p><b>L.1.2.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.1.2.e</b> e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Level 2, Module 3, Lessons 14, 17, 23, 25, 34, 35, 36 Level 2, Module 4, Lessons 8, 9, 14, 18, 19, 25, 26, 32, 33</p>
<p><b>L.1.2.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 Level 2, Module 2, Lessons 7, 12, 15, 17, 19, 21, 22, 26, 31 Level 2, Module 3, Lessons 6, 7, 8, 11, 13, 18, 25, 30, 35 Level 2, Module 4, Lessons 6, 9, 11, 16, 19, 27, 28, 32</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>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<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 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 Level 2, Module 3, Lessons 10, 11, 12, 13, 18, 24, 25, 28, 35, 36 Level 2, Module 4, Lessons 14, 18, 19, 25, 26, 32, 33, 37</p>
<p><b>L.2.2.e</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Level 2, Module 3, Lessons 13, 25, 36</p>

## Language: Knowledge of Language

### Language: Knowledge of Language

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.3.2</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Level 2, Module 3, Lessons 29, 30, 31, 35 Level 2, Module 4, Lessons 15, 38</p>
<p><b>L.3.2.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

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.4.2</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.</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, 29                      Level 2, Module 3, Lessons 3, 9, 10, 11, 13, 16, 18, 22, 23                      Level 2, Module 4, Lessons 4, 7, 8, 13, 16, 17, 22, 23, 25, 26, 32</p>
<p><b>L.4.2.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.4.2.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>
<p><b>L.4.2.c</b> Use a known root word as a clue to 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.4.2.d</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	<p>Level 2, Module 2, Lesson 29                      Level 2, Module 4, Lessons 4, 16, 26</p>

<p><b>L.4.2.e</b> Use glossaries and beginning dictionaries, both print and digital, 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>
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### 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.5.2</b> Demonstrate understanding of word relationships and nuances in word meanings.</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.5.2.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.5.2.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>

### 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.6.2</b></p> <p>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).</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>

### 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.1.2</b></p> <p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</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.1.2.a</b></p> <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</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.1.2.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.1.2.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>

## 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.2.2.a</b></p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 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, 23, 24, 25, 27, 28, 29, 30, 31, 33, 34</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 24, 25, 26, 27, 28, 29, 30, 33, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.2.2.b</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.</p>	<p>Level 2, Module 4, Lessons 10, 31, 36</p>

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

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.3.2.a</b></p> <p>Describe people, places, and things, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</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.3.2.b</b></p> <p>Create audio/video 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.</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.4.2</b></p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Level 2, Module 1, Lessons 5, 10, 20, 32, 36, 38</p> <p>Level 2, Module 2, Lessons 6, 25, 30, 34</p> <p>Level 2, Module 3, Lessons 12, 17, 24, 29, 30, 31, 34, 35</p> <p>Level 2, Module 4, Lessons 5, 10, 18, 31, 36, 38</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.3.2.a</b> Distinguish long and short vowels when reading 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.3.2.b</b> Know spelling-sound correspondences for additional common vowel teams.</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.3.2.c</b> Decode regularly spelled two-syllable words with long vowels.</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.3.2.d</b> Decode 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>R.3.2.e</b> Identify 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>R.3.2.f</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.4.2</b> Ask and answer questions about who, what, when, where, how and why.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 29, 30, 31, 32, 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, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>

### Reading: 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.5.2.a</b> Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</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>R.5.2.b</b> Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</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>

### 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.6.2.a</b> Describe how characters in a story respond to major events and challenges.</p>	<p>Level 2, Module 1, Lessons 9, 18, 19, 20, 30, 31, 32                      Level 2, Module 2, Lessons 23, 29, 30                      Level 2, Module 3, Lessons 15, 16, 17                      Level 2, Module 4, Lessons 3, 4, 5, 8, 10, 13, 16, 17</p>
<p><b>R.6.2.b</b> Describe the relationship between a series of events, ideas or concepts, using language that pertains to time, sequence, and cause/effect.</p>	<p>Level 2, Module 1, Lessons 13, 14, 15, 25, 27                      Level 2, Module 2, Lessons 3, 4, 7, 11, 12, 17, 21, 24, 25, 26, 30                      Level 2, Module 3, Lessons 3, 4, 5, 6, 22, 24, 27, 29, 30                      Level 2, Module 4, Lessons 23, 24, 29, 33</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.7.2.a</b> Describe how words and phrases supply rhythm and meaning in a text.</p>	<p>Level 2, Module 1, Lessons 4, 19, 31                      Level 2, Module 3, Lessons 10, 11                      Level 2, Module 4, Lessons 9, 17</p>
<p><b>R.7.2.b</b> Use provided resources to determine the meaning of words and phrases in a text.</p>	<p>Level 2, Module 1, Lesson 15                      Level 2, Module 2, Lessons 2, 8, 10, 11, 16, 18, 21                      Level 2, Module 3, Lessons 3, 9, 13, 22, 23, 27, 28                      Level 2, Module 4, Lessons 11, 23, 25, 26, 29</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.8.2.a</b></p> <p>Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Level 2, Module 2, Lesson 28</p> <p>Level 2, Module 3, Lesson 15</p> <p>Level 2, Module 4, Lessons 3, 13, 17</p>
<p><b>R.8.2.b</b></p> <p>Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently.</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address explaining how indexes and links are used to locate key facts or information in a text efficiently.</p> <p>Level 2, Module 1, Lessons 8, 9, 11, 18, 30, 33</p> <p>Level 2, Module 2, Lessons 23, 29</p> <p>Level 2, Module 4, Lessons 3, 4, 9, 17</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.9.2.a</b></p> <p>Acknowledge differences in the points of view of characters.</p>	<p>Level 2, Module 3, Lesson 16</p> <p>Level 2, Module 4, Lessons 4, 8, 17</p>
<p><b>R.9.2.b</b></p> <p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</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: 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.10.2</b> Describe how reasons support specific points the author makes in a text.</p>	<p>Level 2, Module 3, Lesson 28 Level 2, Module 4, Lessons 24, 30</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.11.2.a</b> Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</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>R.11.2.b</b> Compare and contrast two or more versions of the same story presented in diverse forms.</p>	<p>Level 2, Module 4, Lessons 11, 18, 19</p>
<p><b>R.11.2.c</b> Explain how specific visuals contribute to and clarify the meaning of a text.</p>	<p>Level 2, Module 1, Lessons 13, 14, 15, 25, 26, 27 Level 2, Module 2, Lessons 3, 4, 5, 11 Level 2, Module 3, Lessons 4, 23, 27 Level 2, Module 4, Lessons 29, 33</p>
<p><b>R.11.2.d</b> Compare and contrast the information presented by two texts on the same topic.</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: Fluency

Read with sufficient accuracy and fluency to support comprehension.

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.12.2.a</b> Read various on-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>
<p><b>R.12.2.b</b> Read various on-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>
<p><b>R.12.2.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</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>

### 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.1.2.a</b></p> <p>Investigate questions by participating in shared research and writing projects.</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.1.2.b</b></p> <p>Gather information from provided sources and/or recall information from experiences in order to answer questions.</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>

### 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.2.2.a</b></p> <p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>Level 2, Module 1, Lessons 21, 28, 33, 38</p> <p>Level 2, Module 2, Lessons 20, 26, 31, 37</p> <p>Level 2, Module 3, Lessons 12, 13, 17, 23, 25, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 14, 19, 26, 33, 37</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.2.2.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 2, Module 3, Lesson 28 Level 2, Module 4, Lessons 27, 36, 37</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.3.2</b> Use a combination of drawing, and writing to communicate a topic with a beginning, middle (including details) and an end.</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 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 Level 2, Module 4, Lessons 11, 12, 13, 14, 16, 17, 18, 19, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33</p>