



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 & Letters</i>
L.1.4.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	Level 4, Module 1, Lessons 22, 23, 25, 27, 28, 29, 33, 37, 38, 39 Level 4, Module 4, Lesson 10
L.1.4.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	Level 4, Module 3, Lesson 33 Level 4, Module 4, Lesson 6
L.1.4.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Level 4, Module 3, Lessons 8, 19, 20, 21, 37, 38, 39
L.1.4.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	Level 4, Module 2, Lessons 24, 26, 33, 35, 37, 38
L.1.4.e Form and use prepositional phrases.	Level 4, Module 2, Lesson 34 Level 4, Module 4, Lesson 21
L.1.4.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Level 4, Module 1, Lessons 6, 14, 15, 17, 18, 19, 21, 23, 25, 27, 28, 29, 33, 37, 38, 39 Level 4, Module 2, Lessons 7, 20, 34 Level 4, Module 3, Lessons 8, 16, 21, 28, 33 Level 4, Module 4, Lessons 7, 10, 16, 21, 30
L.1.4.g Correctly use frequently confused words (e.g., to, too, two; there, their).	Level 4, Module 4, Lessons 23, 33

Maine Standards	Aligned Components of <i>Arts & Letters</i>
<p>L.2.4.a Use correct capitalization.</p>	<p>Level 4, Module 1, Lessons 14, 15, 17, 18, 19, 21, 27, 28, 29, 37, 38, 39 Level 4, Module 2, Lessons 13, 14, 15, 18, 26, 33, 35, 37, 38 Level 4, Module 4, Lessons 26, 27</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 & Letters</i>
<p>L.2.4.b Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>Level 4, Module 2, Lessons 18, 25, 26, 33, 35, 37, 38 Level 4, Module 3, Lessons 10, 12, 13, 14, 37, 38, 39</p>
<p>L.2.4.c Use a comma before a coordinating conjunction in a compound sentence.</p>	<p>Level 4, Module 1, Lessons 14, 21 Level 4, Module 3, Lessons 16, 19, 20, 21, 37, 38, 39 Level 4, Module 4, Lesson 23</p>
<p>L.2.4.d Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Level 4, Module 1, Lessons 14, 15, 17, 18, 19 Level 4, Module 2, Lessons 13, 14, 15, 18, 26, 33, 35, 37, 38 Level 4, Module 3, Lessons 12, 13, 14, 19, 20, 21, 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 & Letters</i>
<p>L.3.4 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Level 4, Module 2, Lessons 19, 20, 23, 25, 26, 33, 35, 37, 38 Level 4, Module 4, Lessons 35, 36</p>

Maine Standards	Aligned Components of <i>Arts & Letters</i>
<p>L.3.4.a Choose words and phrases to convey ideas precisely.</p>	Level 4, Module 2, Lessons 19, 20, 23, 26, 33, 35, 37, 38
<p>L.3.4.b Choose punctuation for effect.</p>	Level 4, Module 2, Lessons 25, 26, 33, 35, 37, 38
<p>L.3.4.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	Level 4, Module 4, Lessons 35, 36

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 & Letters</i>
<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	Level 4, Module 1, Lessons 7, 12, 16, 22, 23, 24, 31, 35 Level 4, Module 2, Lessons 2, 6, 12, 22, 36 Level 4, Module 3, Lessons 2, 3, 6, 9, 10, 15, 17, 18, 20, 23, 30, 35 Level 4, Module 4, Lessons 2, 3, 4, 5, 8, 9, 12, 23, 25, 28, 30, 37, 39
<p>L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	Level 4, Module 1, Lessons 7, 12, 23, 24 Level 4, Module 2, Lessons 2, 12 Level 4, Module 3, Lessons 2, 6, 9, 15, 20, 30 Level 4, Module 4, Lessons 3, 4, 5, 12, 23, 28, 37

4 | Maine Learning Results English Language Arts/Literacy Standards Correlation to *Arts & Letters*

<p>L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p>Level 4, Module 1, Lessons 7, 12, 16, 31, 35 Level 4, Module 2, Lessons 6, 12, 22, 36 Level 4, Module 3, Lessons 17, 23, 35 Level 4, Module 4, Lessons 4, 8, 23, 25, 30, 39</p>
<p>L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Level 4, Module 1, Lesson 22 Level 4, Module 3, Lessons 3, 10, 18 Level 4, Module 4, Lessons 2, 9, 25</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 & Letters</i>
<p>L.5.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Level 4, Module 1, Lessons 4, 9, 11, 12, 13, 24 Level 4, Module 2, Lessons 15, 28 Level 4, Module 3, Lessons 2, 5, 12, 13, 25 Level 4, Module 4, Lessons 5, 6, 8, 9, 18, 28, 29, 37</p>
<p>L.5.4.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>	<p>Level 4, Module 1, Lessons 9, 11, 12, 13 Level 4, Module 2, Lessons 15, 28 Level 4, Module 3, Lessons 2, 5 Level 4, Module 4, Lessons 5, 6, 8, 28, 29</p>
<p>L.5.4.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>Level 4, Module 1, Lesson 4 Level 4, Module 3, Lesson 13 Level 4, Module 4, Lessons 5, 9, 37</p>

Maine Standards	Aligned Components of <i>Arts & Letters</i>
<p>L.5.4.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Level 4, Module 1, Lesson 24 Level 4, Module 3, Lessons 12, 25 Level 4, Module 4, Lesson 18</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 & Letters</i>
<p>L.6.4 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>Level 4, Module 1, Lessons 3, 4, 5, 6, 7, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39 Level 4, Module 2, Lessons 2, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38 Level 4, Module 3, Lessons 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 26, 27, 28, 30, 31, 32, 33, 35, 36, 37, 38, 39 Level 4, Module 4, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 12, 16, 18, 20, 21, 23, 28, 29, 30, 32, 33, 37</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 & Letters</i>
<p>SL.1.4 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>Level 4, Module 1, Lessons 2, 3, 5, 8, 9, 10, 11, 12, 13, 17, 19, 20, 21, 22, 23, 24, 31, 32, 33, 36</p> <p>Level 4, Module 2, Lessons 2, 3, 4, 5, 6, 8, 10, 12, 13, 14, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37</p> <p>Level 4, Module 3, Lessons 4, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 24, 25, 27, 28, 29, 30, 31, 32, 33, 36, 38</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 19, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32, 33, 37</p>
<p>SL.1.4.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Level 4, Module 1, Lessons 3, 8, 11, 12, 13, 20, 31, 32, 33, 36</p> <p>Level 4, Module 2, Lessons 3, 4, 6, 12, 14, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37</p> <p>Level 4, Module 3, Lessons 6, 7, 9, 11, 12, 14, 15, 16, 18, 19, 24, 25, 27, 28, 29, 30, 31, 32, 36</p> <p>Level 4, Module 4, Lessons 2, 4, 6, 7, 9, 15, 19, 20, 21, 22, 23, 27, 28, 29, 30, 37</p>
<p>SL.1.4.b Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>Level 4, Module 1, Lessons 2, 3, 5, 8, 9, 10, 11, 12, 13, 17, 19, 20, 21, 22, 23, 24, 31, 32, 33, 36</p> <p>Level 4, Module 2, Lessons 2, 3, 4, 5, 6, 8, 10, 12, 13, 14, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37</p> <p>Level 4, Module 3, Lessons 4, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 24, 25, 27, 28, 29, 30, 31, 32, 33, 36, 38</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 19, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32, 33, 37</p>

<p>SL.1.4.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p>Level 4, Module 1, Lessons 13, 32, 36 Level 4, Module 2, Lessons 6, 19, 33, 37 Level 4, Module 3, Lessons 6, 14, 27, 32, 36 Level 4, Module 4, Lessons 20, 29, 37</p>
<p>SL.1.4.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>Level 4, Module 1, Lessons 13, 32, 36 Level 4, Module 2, Lessons 19, 33, 37 Level 4, Module 3, Lessons 6, 14, 27, 32, 36 Level 4, Module 4, Lessons 20, 29, 37</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 & Letters</i>
<p>SL.2.4.a Paraphrase portions of a text read aloud or information presented in diverse media and formats.</p>	<p>Level 4, Module 1, Lesson 9 Level 4, Module 2, Lessons 12, 14, 20, 23 Level 4, Module 3, Lessons 2, 4, 9, 15, 18, 30 Level 4, Module 4, Lessons 6, 13, 17, 21, 22, 27, 30</p>
<p>SL.2.4.b Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>Level 4, Module 1, Lessons 20, 36 Level 4, Module 3, Lessons 7, 16, 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 & Letters</i>
<p>SL.3.4.a</p> <p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Level 4, Module 1, Lessons 5, 13, 14, 17, 18, 20, 21, 22, 23, 25, 27, 28, 30, 32, 33, 36, 37, 38</p> <p>Level 4, Module 2, Lessons 4, 10, 12, 16, 18, 19, 20, 24, 33, 34, 37</p> <p>Level 4, Module 3, Lessons 4, 6, 8, 11, 13, 14, 16, 18, 19, 20, 21, 27, 28, 32, 36, 37, 39</p> <p>Level 4, Module 4, Lessons 7, 10, 20, 21, 29, 32, 35, 36, 37</p>
<p>SL.3.4.b</p> <p>Add audio/video recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Level 4, Module 2, Lessons 27, 28, 38, 39</p> <p>Level 4, Module 4, Lessons 31, 33, 34, 35, 36</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 & Letters</i>
<p>SL.4.4</p> <p>Differentiate between contexts that call for different registers (e.g., formal English for presenting ideas and informal discourse for small-group discussion).</p>	<p>Level 4, Module 1, Lessons 5, 13, 20, 32, 36</p> <p>Level 4, Module 2, Lessons 19, 33, 37</p> <p>Level 4, Module 3, Lessons 6, 14, 27, 32, 36</p> <p>Level 4, Module 4, Lessons 6, 20, 29, 35, 36, 37</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 & Letters</i>
<p>R.3.4</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 16, 18, 19, 23, 24, 31, 32, 35</p> <p>Level 4, Module 2, Lessons 2, 3, 5, 6, 7, 10, 12, 17, 18, 19, 20, 22, 24, 26, 28, 29, 36</p> <p>Level 4, Module 3, Lessons 2, 4, 6, 7, 9, 10, 12, 14, 15, 17, 18, 19, 23, 25, 29, 30, 35</p> <p>Level 4, Module 4, Lessons 3, 4, 5, 7, 8, 12, 15, 18, 19, 23, 27, 28</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 & Letters</i>
<p>R.4.4</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.</p>	<p>Level 4, Module 1, Lessons 3, 4, 5, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 4, Module 2, Lessons 3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37</p> <p>Level 4, Module 3, Lessons 10, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 28, 29, 30, 31, 32, 35, 36, 37</p> <p>Level 4, Module 4, Lessons 14, 27, 28, 29, 37</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 & Letters</i>
<p>R.5.4.a</p> <p>Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.</p>	<p>Level 4, Module 1, Lessons 5, 28, 30, 32, 36</p> <p>Level 4, Module 2, Lessons 3, 4, 9, 10, 12, 14, 16, 17, 19, 23, 26, 27, 30, 33, 37</p> <p>Level 4, Module 3, Lessons 14, 27, 36</p> <p>Level 4, Module 4, Lessons 27, 29, 37</p>
<p>R.5.4.b</p> <p>Summarize texts, including how the key details support the central idea.</p>	<p>Level 4, Module 1, Lessons 8, 10, 13, 23, 36</p> <p>Level 4, Module 3, Lessons 4, 20, 30, 32, 36</p> <p>Level 4, Module 4, Lessons 7, 13, 20, 37</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 & Letters</i>
<p>R.6.4.a</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, drawing on specific details in the text.</p>	<p>Level 4, Module 1, Lessons 31, 32</p> <p>Level 4, Module 2, Lessons 3, 4, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 23, 26, 27, 28, 29, 31, 33</p> <p>Level 4, Module 3, Lessons 12, 13, 25, 26</p> <p>Level 4, Module 4, Lessons 28, 29</p>
<p>R.6.4.b</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts, explicitly referring to specific information from the text.</p>	<p>Level 4, Module 1, Lessons 8, 9, 10, 11, 12, 13, 31, 32</p> <p>Level 4, Module 2, Lessons 3, 4, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 23, 26, 27, 28, 29, 31, 33</p> <p>Level 4, Module 3, Lessons 2, 4, 5, 9, 12, 13, 19, 25, 26, 30</p> <p>Level 4, Module 4, Lessons 2, 4, 5, 6, 8, 11, 15, 16, 17, 18, 19, 20, 22, 23, 28, 29</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 & Letters</i>
<p>R.7.4.a</p> <p>Determine the meaning of words and phrases including figurative language as they are used in a text.</p>	<p>Level 4, Module 1, Lessons 4, 9, 11, 12, 13, 31</p> <p>Level 4, Module 2, Lessons 5, 12, 15, 26, 28</p> <p>Level 4, Module 3, Lessons 2, 5, 13, 15</p> <p>Level 4, Module 4, Lessons 5, 6, 8, 9, 28, 29, 37</p>
<p>R.7.4.b</p> <p>Draw on a variety of strategies to determine meaning of domain-specific words and phrases.</p>	<p>Level 4, Module 1, Lessons 7, 9, 13, 24</p> <p>Level 4, Module 2, Lessons 2, 6</p> <p>Level 4, Module 3, Lessons 2, 5, 9, 17, 30</p> <p>Level 4, Module 4, Lessons 3, 4, 5, 6, 8, 9, 12, 37</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 & Letters</i>
<p>R.8.4.a</p> <p>Explain how individual parts of a text (e.g., chapters, scenes, or stanzas) work together to provide meaning to the text as a whole.</p>	<p>Level 4, Module 1, Lessons 3, 4, 28</p> <p>Level 4, Module 2, Lessons 18, 24, 25</p> <p>Level 4, Module 3, Lesson 14</p>
<p>R.8.4.b</p> <p>Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of a text and explain how the text features help support the overall structure.</p>	<p>Level 4, Module 4, Lessons 2, 4, 11, 12</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 & Letters</i>
<p>R.9.4.a</p> <p>Compare and contrast the point of view from which different texts are narrated, including the difference between first- and third-person narrations.</p>	<p>Level 4, Module 3, Lessons 6, 7, 20, 31</p> <p>Level 4, Module 4, Lesson 22</p>
<p>R.9.4.b</p> <p>Compare and contrast primary and secondary sources of the same event or topic; describe the differences in perspective based on information in the texts.</p>	<p>Level 4, Module 3, Lessons 6, 7, 20, 31</p> <p>Level 4, Module 4, Lesson 22</p>

Reading: Integration of Knowledge and Ideas

Evaluate the argument and specific claims in various texts.

Maine Standards	Aligned Components of <i>Arts & Letters</i>
<p>R.10.4</p> <p>Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).</p>	<p>Level 4, Module 2, Lesson 6</p> <p>Level 4, Module 3, Lesson 18</p> <p>Level 4, Module 4, Lessons 7, 22</p> <p><i>Arts and Letters</i> addresses claims in grade level 6.</p> <p>Level 6, Module 2, Lessons 21, 28, 31</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 & Letters</i>
<p>R.11.4.a Compare and contrast between texts and other multimedia versions and how it influences the meaning and author’s intent.</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address how medium influences the meaning and author’s intent.</p> <p>Level 4, Module 2, Lessons 3, 4, 9, 24, 25, 32 Level 4, Module 3, Lesson 11</p>
<p>R.11.4.b Compare and contrast similar themes, topics, and patterns of events in texts.</p>	<p>Level 4, Module 2, Lessons 4, 32, 33</p>
<p>R.11.4.c Interpret information presented in diverse forms and explain how the information contributes to an understanding of an idea or topic.</p>	<p>Level 4, Module 1, Lessons 9, 11, 12, 20 Level 4, Module 2, Lesson 6 Level 4, Module 4, Lessons 2, 13, 16</p>

Reading: Fluency

Read with sufficient accuracy and fluency to support comprehension.

Maine Standards	Aligned Components of <i>Arts & Letters</i>
<p>R.12.4.a Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 5, 6, 31 Level 4, Module 2, Lessons 2, 3, 4, 5, 25, 28, 38 Level 4, Module 3, Lessons 10, 11, 12, 13, 16 Level 4, Module 4, Lessons 3, 4, 5, 6, 7</p>

<p>R.12.4.b Read various on-level text with purpose and understand.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 5, 6, 31 Level 4, Module 2, Lessons 2, 3, 4, 5, 25, 28, 38 Level 4, Module 3, Lessons 10, 11, 12, 13, 16 Level 4, Module 4, Lessons 3, 4, 5, 6, 7</p>
<p>R.12.4.c Read various on-level text with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 5, 6, 31 Level 4, Module 2, Lessons 2, 3, 4, 5, 25, 28, 38 Level 4, Module 3, Lessons 10, 11, 12, 13, 16 Level 4, Module 4, Lessons 3, 4, 5, 6, 7</p>
<p>R.12.4.d Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Level 4, Module 1, Lessons 2, 6 Level 4, Module 2, Lessons 2, 5, 38 Level 4, Module 3, Lessons 10, 16 Level 4, Module 4, Lesson 3</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 & Letters</i>
<p>W.1.4.a Investigate questions by participating in research that builds varied knowledge about a topic.</p>	<p>Level 4, Module 4, Lessons 26, 27, 28, 29</p>
<p>W.1.4.b Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.</p>	<p>Level 4, Module 1, Lessons 12, 25, 32, 33, 34 Level 4, Module 3, Lessons 6, 10, 15, 17, 30, 31, 32, 37 Level 4, Module 4, Lessons 27, 28, 29</p>

<p>W.1.4.c Take notes on sources and sort information into provided categories.</p>	<p>Level 4, Module 1, Lessons 12, 25, 32, 33, 34 Level 4, Module 3, Lessons 6, 10, 15, 17, 30, 31, 32, 37 Level 4, Module 4, Lessons 27, 28, 29</p>
<p>W.1.4.d Provide a list of sources.</p>	<p>Level 4, Module 1, Lessons 12, 25, 32, 33, 34 Level 4, Module 3, Lessons 6, 10, 15, 17, 30, 31, 32, 37 Level 4, Module 4, Lessons 27, 28, 29</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 & Letters</i>
<p>W.2.4.a With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Level 4, Module 1, Lessons 11, 12, 13, 15, 19, 25, 26, 29, 32, 33, 34, 36, 37, 39 Level 4, Module 2, Lessons 10, 11, 12, 14, 15, 18, 19, 20, 23, 24, 25, 26, 30, 31, 32, 38 Level 4, Module 3, Lessons 6, 7, 10, 11, 14, 15, 16, 17, 18, 21, 30, 31, 32, 36, 37, 38, 39 Level 4, Module 4, Lessons 31, 32, 33, 34</p>
<p>W.2.4.b With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.</p>	<p>Level 4, Module 2, Lesson 38 Level 4, Module 4, Lesson 33</p>
<p>W.2.4.c Demonstrate sufficient command of keyboarding skills to produce sustained writing of increasing length.</p>	<p>Level 4, Module 2, Lesson 38 Level 4, Module 4, Lesson 33</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 & Letters</i>
<p>W.3.4.a Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.</p>	<p>Level 4, Module 1, Lessons 14, 15, 17, 18, 19, 27, 28, 29, 37, 38 Level 4, Module 2, Lessons 13, 14, 15, 18, 19, 23, 24, 26, 33, 35, 37, 38 Level 4, Module 3, Lessons 12, 13, 14, 19, 20, 21, 37, 38, 39 Level 4, Module 4, Lessons 32, 33</p>
<p>W.3.4.b Develop the topic with relevant supporting details.</p>	<p>Level 4, Module 1, Lessons 12, 13, 14, 15, 25, 26, 27, 29, 32, 33, 34, 37, 39 Level 4, Module 3, Lessons 10, 11, 12, 14, 17, 18, 19, 21, 30, 31, 32, 37, 38, 39</p>
<p>W.3.4.c Use developmentally appropriate linking words and phrases with increasing complexity.</p>	<p>Level 4, Module 1, Lessons 11, 14, 15, 27, 29, 37, 39 Level 4, Module 2, Lessons 13, 14, 15, 33, 35, 37, 38 Level 4, Module 3, Lessons 12, 14, 19, 21, 37, 38, 39</p>
<p>W.3.4.d Use precise vocabulary/word choice.</p>	<p>Level 4, Module 1, Lessons 14, 15, 27, 29, 37, 39 Level 4, Module 2, Lessons 19, 20, 23, 26, 33, 35, 37, 38</p>
<p>W.3.4.e Provide a sense of closure that is related to the ideas presented.</p>	<p>Level 4, Module 1, Lessons 18, 19, 28, 38, 39 Level 4, Module 2, Lessons 13, 14, 15, 33, 35, 37, 38 Level 4, Module 3, Lessons 13, 14, 20, 21, 37, 38, 39</p>