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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.

<b>Maine Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<b>L.1.5.a</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Level 5, Module 1, Lessons 9, 12, 24, 25, 33 Level 5, Module 3, Lesson 30
<b>L.1.5.b</b> Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	Level 5, Module 4, Lessons 7, 14, 24
<b>L.1.5.c</b> Use verb tense to convey various times, sequences, states, and conditions.	Level 5, Module 3, Lesson 7 Level 5, Module 4, Lessons 14, 24, 30
<b>L.1.5.d</b> Recognize and correct inappropriate shifts in verb tense.	Level 5, Module 3, Lessons 7, 23 Level 5, Module 4, Lesson 14
<b>L.1.5.e</b> Use correlative conjunctions (e.g., either/or, neither/nor).	Level 5, Module 2, Lessons 25, 27, 28, 29, 31, 33, 37, 38
<b>L.2.5.a</b> Use punctuation to separate items in a series.	Level 5, Module 3, Lessons 18, 23 Level 5, Module 4, Lessons 12, 28
<b>L.2.5.b</b> Use a comma to separate an introductory element from the rest of the sentence.	Level 5, Module 1, Lessons 9, 18, 22, 23, 31, 32, 38, 39

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.2.5.c</b></p> <p>Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p>	<p>Level 5, Module 3, Lessons 8, 14, 15, 22, 28, 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.2.5.d</b></p> <p>Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>Level 5, Module 1, Lessons 17, 31, 32, 38, 39</p> <p>Level 5, Module 2, Lessons 13, 19, 20, 21, 27, 28, 29, 31, 37, 38</p>
<p><b>L.2.5.e</b></p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Level 5, Module 1, Lessons 17, 22, 23, 31, 32, 38, 39</p> <p>Level 5, Module 2, Lessons 19, 20, 21, 27, 28, 29, 31, 37, 38</p> <p>Level 5, Module 3, Lessons 14, 22, 28, 37, 38</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.3.5</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Level 5, Module 1, Lessons 6, 12, 24, 25, 28, 33</p> <p>Level 5, Module 2, Lessons 6, 16, 25, 33</p> <p>Level 5, Module 3, Lessons 6, 18, 33</p> <p>Level 5, Module 4, Lessons 2, 7, 9, 14, 23, 24, 30, 33, 34, 35, 36</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.3.5.a</b></p> <p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>Level 5, Module 1, Lessons 6, 12, 24, 25, 28, 33</p> <p>Level 5, Module 2, Lessons 6, 16, 25, 33</p> <p>Level 5, Module 3, Lessons 6, 18, 33</p> <p>Level 5, Module 4, Lessons 7, 14, 23, 24, 30, 34, 35</p>
<p><b>L.3.5.b</b></p> <p>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>Level 5, Module 4, Lessons 2, 9, 33, 36</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.4.5</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>	<p>Level 5, Module 1, Lessons 3, 5, 11, 14, 15, 22, 25, 31, 35</p> <p>Level 5, Module 2, Lessons 2, 3, 8, 9, 10, 14, 18, 21, 26, 35</p> <p>Level 5, Module 3, Lessons 3, 8, 9, 10, 20, 22, 25, 28, 31, 35</p> <p>Level 5, Module 4, Lessons 5, 8, 10, 11, 17, 27, 32</p>
<p><b>L.4.5.a</b></p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p>Level 5, Module 1, Lesson 3</p> <p>Level 5, Module 2, Lessons 8, 9, 10, 14, 26</p> <p>Level 5, Module 3, Lessons 8, 9</p>
<p><b>L.4.5.b</b></p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p>Level 5, Module 1, Lessons 5, 11, 14, 25, 31, 35</p> <p>Level 5, Module 2, Lessons 3, 18, 21, 35</p> <p>Level 5, Module 3, Lessons 3, 9, 10, 20, 22, 25, 28, 31, 35</p> <p>Level 5, Module 4, Lessons 5, 10, 11, 17, 32</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.4.5.c</b> 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 5, Module 1, Lessons 15, 22 Level 5, Module 2, Lesson 2 Level 5, Module 4, Lessons 8, 17, 27</p>

### Language: Vocabulary Acquisition and Use

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Level 5, Module 1, Lessons 10, 22, 29, 30, 32 Level 5, Module 2, Lesson 27 Level 5, Module 3, Lessons 9, 11, 12, 13, 14, 16, 17, 18, 21, 22, 24, 25, 26, 28, 29, 36 Level 5, Module 4, Lessons 3, 5, 11, 20, 23, 26, 27, 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.5.5.a</b> Interpret figurative language, including similes and metaphors, in context.</p>	<p>Level 5, Module 1, Lessons 10, 22, 29, 32 Level 5, Module 2, Lesson 27 Level 5, Module 3, Lessons 21, 24, 36 Level 5, Module 4, Lessons 3, 5, 20, 23, 27, 28</p>
<p><b>L.5.5.b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>Level 5, Module 1, Lesson 30 Level 5, Module 3, Lessons 13, 14, 21, 24 Level 5, Module 4, Lesson 11</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.5.5.c</b></p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Level 5, Module 3, Lessons 9, 11, 12, 16, 17, 18, 22, 25, 26, 28, 29</p> <p>Level 5, Module 4, Lessons 26, 27</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.6.5</b></p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>Level 5, Module 1, Lessons 2, 3, 5, 6, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38, 39</p> <p>Level 5, Module 2, Lessons 3, 5, 6, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 35, 36, 37, 38</p> <p>Level 5, Module 3, Lessons 3, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 5, Module 4, Lessons 3, 5, 7, 8, 9, 10, 11, 14, 18, 23, 24, 25, 27, 28, 29, 30, 34, 35, 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.1.5</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>Level 5, Module 1, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 36</p> <p>Level 5, Module 2, Lessons 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 39</p> <p>Level 5, Module 3, Lessons 2, 3, 4, 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, 36, 37</p> <p>Level 5, Module 4, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 36, 38, 39</p>
<p><b>SL.1.5.a</b> 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 5, Module 1, Lessons 5, 6, 7, 8, 9, 10, 11, 12, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 36</p> <p>Level 5, Module 2, Lessons 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 36, 39</p> <p>Level 5, Module 3, Lessons 3, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37</p> <p>Level 5, Module 4, Lessons 2, 4, 5, 6, 9, 10, 11, 12, 14, 15, 18, 19, 20, 22, 23, 24, 27, 28, 29, 39</p>
<p><b>SL.1.5.b</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>Level 5, Module 1, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 36</p> <p>Level 5, Module 2, Lessons 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 39</p> <p>Level 5, Module 3, Lessons 2, 3, 4, 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, 36, 37</p> <p>Level 5, Module 4, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 36, 38, 39</p>

<p><b>SL.1.5.c</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>Level 5, Module 1, Lessons 5, 11, 23, 32, 36 Level 5, Module 2, Lessons 5, 24, 32, 36 Level 5, Module 3, Lessons 5, 17, 32, 36 Level 5, Module 4, Lessons 5, 23, 29, 39</p>
<p><b>SL.1.5.d</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>Level 5, Module 1, Lessons 5, 11, 23, 32, 36 Level 5, Module 2, Lessons 5, 24, 32, 33, 36 Level 5, Module 3, Lessons 5, 17, 32, 36 Level 5, Module 4, Lessons 5, 23, 29, 39</p>
<p><b>SL.2.5.a</b> Summarize a written text read aloud or information presented in diverse media and formats.</p>	<p>Level 5, Module 1, Lessons 3, 4, 5, 6, 9, 17, 20, 26, 27, 30 Level 5, Module 2, Lesson 10 Level 5, Module 4, Lessons 3, 5, 6, 9, 10</p>
<p><b>SL.2.5.b</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>Level 5, Module 1, Lesson 27 Level 5, Module 2, Lessons 12, 23, 26, 39 Level 5, Module 3, Lessons 5, 32, 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.3.5.a</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Level 5, Module 1, Lessons 3, 5, 11, 12, 17, 19, 22, 23, 30, 31, 32, 33, 36, 37, 38 Level 5, Module 2, Lessons 5, 6, 15, 16, 19, 20, 24, 25, 26, 27, 28, 30, 32, 36, 37, 38, 39 Level 5, Module 3, Lessons 5, 6, 13, 14, 17, 21, 29, 32, 36, 37 Level 5, Module 4, Lessons 5, 23, 29, 37, 38, 39</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.3.5.b</b></p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Level 5, Module 3, Lesson 39</p> <p>Level 5, Module 4, Lessons 33, 36, 37, 38</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.4.5</b></p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of language in the appropriate register.</p>	<p>Level 5, Module 1, Lessons 5, 11, 23, 32, 36</p> <p>Level 5, Module 2, Lessons 5, 24, 30, 32, 36</p> <p>Level 5, Module 3, Lessons 5, 17, 32, 36</p> <p>Level 5, Module 4, Lessons 5, 23, 29, 37, 38, 39</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.3.5</b></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 5, Module 1, Lessons 2, 3, 4, 5, 6, 8, 10, 11, 12, 14, 18, 19, 20, 22, 25, 26, 29, 30, 35</p> <p>Level 5, Module 3, Lessons 2, 4, 5, 6, 8, 9, 12, 13, 14, 16, 18, 20, 24, 25, 26, 31, 35</p> <p>Level 5, Module 4, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 14, 25</p>

## Reading: Key Ideas and Details

### Reading: Key Ideas and Details

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>R.4.5</b> Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences.</p>	<p>Level 5, Module 1, Lessons 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, 32, 33, 35, 36, 37</p> <p>Level 5, Module 2, Lessons 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, 32, 33, 35, 36</p> <p>Level 5, Module 3, Lessons 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 39</p> <p>Level 5, Module 4, Lessons 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 39</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.5.5.a</b> Summarize texts, including theme and character development.</p>	<p>Level 5, Module 1, Lessons 3, 5, 16, 19, 20, 21, 23, 28, 30, 31, 32, 36</p> <p>Level 5, Module 2, Lessons 3, 5, 36</p> <p>Level 5, Module 3, Lessons 3, 5, 8, 13, 14, 17, 30, 32, 33, 36</p> <p>Level 5, Module 4, Lessons 3, 5, 10, 14, 21, 23, 26, 27, 29, 39</p>
<p><b>R.5.5.b</b> Summarize texts, including how the key details support two or more central ideas.</p>	<p>Level 5, Module 1, Lessons 9, 11, 36</p> <p>Level 5, Module 2, Lessons 8, 9, 13, 24, 30, 32, 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.6.5.a</b></p> <p>Analyze how two or more characters, settings, or events in a story are related, drawing on specific details in the text (e.g., how characters interact).</p>	<p>Level 5, Module 1, Lessons 17, 19, 20, 23, 26, 27</p> <p>Level 5, Module 2, Lessons 3, 5</p> <p>Level 5, Module 3, Lessons 9, 12, 13, 15, 17, 21, 23, 24, 25, 27, 28, 31</p> <p>Level 5, Module 4, Lessons 9, 10, 13, 14, 15, 19, 20, 22, 23</p>
<p><b>R.6.5.b</b></p> <p>Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text.</p>	<p>Level 5, Module 1, Lesson 8</p> <p>Level 5, Module 2, Lessons 8, 9, 10, 11, 13, 14, 19, 20, 22, 23, 26, 28, 30, 32</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.7.5.a</b></p> <p>Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.</p>	<p>Level 5, Module 1, Lessons 3, 15, 22, 29, 30, 32</p> <p>Level 5, Module 2, Lesson 3</p> <p>Level 5, Module 3, Lessons 8, 9, 10, 13, 21, 24, 28</p> <p>Level 5, Module 4, Lessons 3, 5, 11, 15, 18, 23, 27, 28</p>
<p><b>R.7.5.b</b></p> <p>Initiate strategies to determine meaning of domain-specific words and phrases.</p>	<p>Level 5, Module 1, Lessons 8, 10, 11</p> <p>Level 5, Module 2, Lessons 8, 9, 14, 26</p> <p>Level 5, Module 4, Lessons 7, 9</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>
<b>R.8.5.a</b> Explain how the text’s structure supports its meaning and the author’s purpose of the text as a whole.	Level 5, Module 1, Lessons 3, 4, 19, 20, 21, 22, 31 Level 5, Module 3, Lessons 13, 31 Level 5, Module 4, Lessons 3, 6, 21, 25, 26, 27
<b>R.8.5.b</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts on the same topic.	Level 5, Module 1, Lesson 8 Level 5, Module 2, Lesson 31 Level 5, Module 4, Lesson 11

**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>
<b>R.9.5.a</b> Describe how a narrator’s or speaker’s point of view influences how events are described in various contexts.	Level 5, Module 1, Lesson 31 Level 5, Module 4, Lessons 4, 10, 12, 18, 22, 29
<b>R.9.5.b</b> Analyze multiple accounts and/or contexts of the same event or topic, noting important similarities and differences in the perspectives they represent based on information in the texts.	Level 5, Module 1, Lesson 9 Level 5, Module 2, Lesson 31

### 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.10.5.a</b> Trace the organization and development of a claim in a text.</p>	<p>Level 5, Module 2, Lessons 12, 15, 27 <i>Arts and Letters</i> addresses claims in grade level 6. 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 &amp; Letters</i>
<p><b>R.10.5.b</b> Determine the effectiveness of an author's or character's claim.</p>	<p><i>Arts and Letters</i> addresses claims in grade level 6. Level 6, Module 2, Lessons 21, 28, 31 Level 5, Module 2, Lessons 12, 15, 27</p>
<p><b>R.11.5.a</b> Analyze how diverse forms and their features contribute to the meaning, tone, and author's intent of a text.</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address analyzing how diverse forms and their features contribute to the author's intent of a text. Level 5, Module 1, Lessons 16, 29, 30 Level 5, Module 3, Lessons 4, 8, 10, 12, 25, 31</p>
<p><b>R.11.5.b</b> Compare and contrast how two or more authors of the same text type interpret similar themes and topics.</p>	<p>Level 5, Module 1, Lesson 28 Level 5, Module 4, Lessons 5, 7, 25, 29</p>
<p><b>R.11.5.c</b> Draw on information presented in various texts in order to answer a question or to solve a problem.</p>	<p>Level 5, Module 2, Lessons 8, 10, 13, 21 Level 5, Module 4, Lesson 26</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.12.5.a</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Level 5, Module 1, Lessons 2, 3, 4, 5, 6                      Level 5, Module 2, Lessons 2, 3, 4, 5, 6                      Level 5, Module 3, Lessons 2, 3, 4, 5, 6, 39                      Level 5, Module 4, Lessons 2, 3, 4, 5, 7, 25</p>
<p><b>R.12.5.b</b> Read various on-level texts with purpose and understanding.</p>	<p>Level 5, Module 1, Lessons 2, 3, 4, 5, 6                      Level 5, Module 2, Lessons 2, 3, 4, 5, 6                      Level 5, Module 3, Lessons 2, 3, 4, 5, 6, 39                      Level 5, Module 4, Lessons 2, 3, 4, 5, 7, 25</p>
<p><b>R.12.5.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Level 5, Module 1, Lessons 2, 6                      Level 5, Module 2, Lessons 2, 6                      Level 5, Module 3, Lessons 2, 6, 39                      Level 5, Module 4, Lessons 2, 7, 25</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.1.5.a</b> Investigate and generate questions by participating in research that builds varied knowledge about a topic.</p>	<p>Level 5, Module 4, Lessons 13, 26, 27, 29</p>

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

<p><b>W.1.5.b</b> Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.</p>	<p>Level 5, Module 1, Lessons 15, 29, 37 Level 5, Module 2, Lessons 11, 25, 36 Level 5, Module 4, Lessons 13, 26, 27, 29</p>
<p><b>W.1.5.c</b> Summarize or paraphrase notes on sources and sort information into provided categories.</p>	<p>Level 5, Module 1, Lessons 15, 29, 37 Level 5, Module 2, Lessons 11, 25, 36 Level 5, Module 4, Lessons 13, 26, 27, 29</p>
<p><b>W.1.5.d</b> Provide a list of sources.</p>	<p>Level 5, Module 1, Lessons 15, 29, 37 Level 5, Module 2, Lessons 25, 36 Level 5, Module 4, Lessons 13, 26, 27, 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 &amp; Letters</i>
<p><b>W.2.5.a</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.</p>	<p>Level 5, Module 1, Lessons 15, 16, 17, 22, 29, 30, 31, 32, 36, 37, 38 Level 5, Module 2, Lessons 11, 12, 13, 14, 15, 19, 20, 23, 24, 25, 26, 27, 28, 32, 33, 36, 37 Level 5, Module 3, Lessons 14, 15, 22, 23, 28, 29, 30, 37, 38 Level 5, Module 4, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 25, 26, 27, 28, 29, 30, 33, 34, 35, 36, 38</p>
<p><b>W.2.5.b</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 5, Module 2, Lesson 38 Level 5, Module 3, Lesson 39 Level 5, Module 4, Lesson 35</p>

<p><b>W.2.5.c</b> Demonstrate sufficient command of keyboarding skills to produce sustained writing of increasing length.</p>	<p>Level 5, Module 2, Lesson 38 Level 5, Module 3, Lesson 39 Level 5, Module 4, Lesson 35</p>
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### 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.3.5.a</b> Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.</p>	<p>Level 5, Module 1, Lessons 17, 18, 22, 23, 31, 32, 33, 38, 39 Level 5, Module 2, Lessons 7, 11, 12, 14, 15, 19, 20, 21, 25, 26, 27, 28, 29, 31, 33, 36, 37, 38</p>
<p><b>W.3.5.b</b> Develop the topic with relevant, logically ordered supporting details.</p>	<p>Level 5, Module 1, Lessons 15, 16, 17, 30, 32, 37, 38, 39 Level 5, Module 2, Lessons 7, 11, 12, 14, 15, 20, 21, 25, 26, 29, 31, 33, 36, 37, 38</p>
<p><b>W.3.5.c</b> Use developmentally appropriate linking words and phrases with increasing complexity.</p>	<p>Level 5, Module 1, Lessons 9, 17, 18, 32, 38, 39 Level 5, Module 2, Lessons 20, 21, 29, 31, 37, 38</p>
<p><b>W.3.5.d</b> Use precise vocabulary/word choice.</p>	<p>Level 5, Module 1, Lessons 17, 32, 33, 38, 39 Level 5, Module 2, Lessons 37, 38 Level 5, Module 4, Lessons 34, 35</p>
<p><b>W.3.5.e</b> Provide a sense of closure that is related to the ideas presented.</p>	<p>Level 5, Module 1, Lessons 22, 23, 32, 38, 39 Level 5, Module 2, Lessons 20, 21, 28, 29, 31, 37, 38</p>