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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.1.6-8.a</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).	Level 6, Module 1, Lessons 4, 6, 22, 38, 39
<b>L.1.6-8.b</b> Use intensive pronouns (e.g., myself, ourselves).	Level 6, Module 1, Lessons 18, 22, 38, 39
<b>L.1.6-8.c</b> Recognize and correct inappropriate shifts in pronoun number and person.	Level 6, Module 3, Lessons 14, 22
<b>L.1.6-8.d</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Level 6, Module 2, Lessons 21, 30 Level 6, Module 4, Lesson 8
<b>L.1.6-8.e</b> Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.	Level 6, Module 3, Lesson 32 Level 6, Module 4, Lesson 24
<b>L.1.6-8.f</b> Explain the function of phrases and clauses in general and their function in specific sentences.	<i>Arts &amp; Letters</i> addresses this standard in grade level 7. Level 7, Module 1, Lessons 12, 17, 22, 28, 32
<b>L.1.6-8.g</b> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<i>Arts &amp; Letters</i> addresses this standard in grade level 7. Level 7, Module 1, Lessons 12, 17, 22, 28, 32 Level 7, Module 3, Lessons 22, 33 Level 7, Module 4, Lessons 14, 34

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.1.6-8.h</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 7. Level 7, Module 1, Lesson 22 Level 7, Module 2, Lessons 16, 30, 31, 38, 39</p>
<p><b>L.1.6-8.i</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 8. Level 8, Module 1, Lessons 6, 14, 27 Level 8, Module 4, Lesson 27</p>
<p><b>L.1.6-8.j</b> Form and use verbs in the active and passive voice.</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 8. Level 8, Module 2, Lessons 9, 15, 19, 25, 28, 30, 31, 32, 33, 38, 39 Level 8, Module 4, Lesson 7</p>
<p><b>L.1.6-8.k</b> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 8. Level 8, Module 3, Lessons 12, 16, 17, 26, 28, 33 Level 8, Module 4, Lesson 32</p>
<p><b>L.1.6-8.l</b> Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 8. Level 8, Module 4, Lessons 7, 32</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.2.6-8.a</b> Spell correctly.</p>	<p>Level 6, Module 1, Lessons 22, 23, 32, 33, 38, 39 Level 6, Module 2, Lessons 19, 20, 28, 29, 30, 37, 38, 39 Level 6, Module 3, Lessons 18, 19, 30, 31, 37, 38, 39 Level 6, Module 4, Lesson 34</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.2.6-8.b</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<p>Level 6, Module 1, Lessons 9, 14 Level 6, Module 2, Lessons 3, 16, 33 Level 6, Module 3, Lessons 30, 31, 32, 37, 38, 39 Level 6, Module 4, Lesson 28</p>
<p><b>L.2.6-8.c</b> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 7. Level 7, Module 1, Lessons 26, 31, 38, 39 Level 7, Module 3, Lessons 12, 27, 28, 29, 30, 37, 38, 39</p>
<p><b>L.2.6-8.d</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 8. Level 8, Module 1, Lessons 12, 19, 26, 29, 30, 37, 38, 39 Level 8, Module 3, Lessons 17, 20, 22, 23, 32, 33, 38, 39</p>
<p><b>L.2.6-8.e</b> Use an ellipsis to indicate an omission.</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 8. Level 8, Module 2, Lessons 11, 16, 19, 22, 30, 31, 33, 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.3.6-8.a</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p>Level 6, Module 1, Lessons 17, 18, 22, 26, 33 Level 6, Module 2, Lessons 11, 20, 28, 29, 30, 33, 37, 38, 39 Level 6, Module 3, Lessons 19, 32 Level 6, Module 4, Lessons 15, 24, 28, 30</p>
<p><b>L.3.6-8.b</b> Maintain consistency in style and tone.</p>	<p>Level 6, Module 1, Lesson 33 Level 6, Module 2, Lessons 11, 19, 20, 37, 38, 39</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.3.6-8.c</b></p> <p>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 7.</p> <p>Level 7, Module 1, Lessons 12, 18, 22, 32</p> <p>Level 7, Module 2, Lessons 4, 16, 30</p> <p>Level 7, Module 3, Lessons 9, 10, 11, 12, 22, 27, 28, 29, 30, 33, 37, 38, 39</p> <p>Level 7, Module 4, Lessons 14, 31</p>
<p><b>L.3.6-8.d</b></p> <p>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 8.</p> <p>Level 8, Module 2, Lessons 9, 15, 19, 25, 28, 30, 31, 32, 33, 38, 39</p> <p>Level 8, Module 3, Lessons 12, 17, 26, 33</p> <p>Level 8, Module 4, Lesson 7</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.4.6-8.a</b></p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>Level 6, Module 1, Lesson 18</p> <p>Level 6, Module 2, Lesson 2</p> <p>Level 6, Module 3, Lesson 2</p> <p>Level 6, Module 4, Lessons 2, 5, 14, 20</p>
<p><b>L.4.6-8.b</b></p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade).</p>	<p>Level 6, Module 1, Lessons 3, 11, 22, 35</p> <p>Level 6, Module 2, Lessons 2, 8, 13, 14, 17, 24, 35</p> <p>Level 6, Module 3, Lessons 3, 9, 12, 21, 35</p> <p>Level 6, Module 4, Lessons 2, 14, 19, 32</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.4.6-8.c</b></p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>Level 6, Module 2, Lesson 2</p> <p>Level 6, Module 3, Lesson 3</p> <p>Level 6, Module 4, Lessons 2, 8, 14, 20</p>
<p><b>L.4.6-8.d</b></p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Level 6, Module 4, Lessons 2, 14, 20</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.5.6-8.a</b></p> <p>Interpret figures of speech (e.g., personification in 6th grade; allusions in 7th grade; verbal irony, puns in 8th grade) in context.</p>	<p>Level 6, Module 1, Lessons 15, 27, 31</p> <p>Level 6, Module 2, Lessons 6, 14, 16, 22, 32</p> <p>Level 6, Module 3, Lessons 10, 32</p> <p>Level 6, Module 4, Lesson 25</p>
<p><b>L.5.6-8.b</b></p> <p>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.</p>	<p>Level 6, Module 1, Lessons 6, 15</p> <p>Level 6, Module 2, Lesson 14</p> <p>Level 6, Module 4, Lessons 6, 20</p>
<p><b>L.5.6-8.c</b></p> <p>Distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, un wasteful, thrifty in 6th grade; refined, respectful, polite, diplomatic, condescending in 7th grade; bullheaded, willful, firm, persistent, resolute in 8th grade).</p>	<p>Level 6, Module 2, Lessons 3, 36</p> <p>Level 6, Module 3, Lesson 17</p> <p>Level 6, Module 4, Lessons 3, 6, 13, 21</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.6.6-8</b></p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Level 6, Module 1, Lessons 2, 3, 7, 9, 12, 15, 18, 21, 22, 23, 26, 27, 29, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 6, Module 2, Lessons 2, 6, 8, 10, 11, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 36, 37, 38, 39</p> <p>Level 6, Module 3, Lessons 2, 3, 9, 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>Level 6, Module 4, Lessons 2, 5, 6, 7, 8, 14, 15, 16, 20, 21, 23, 24, 27, 28, 30, 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.1.6-8</b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Level 6, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 6, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 6, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 24, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 6, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 34, 39</p>

<p><b>SL.1.6-8.a</b></p> <p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>Level 6, Module 1, Lessons 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 29, 30, 31, 32, 33, 36</p> <p>Level 6, Module 2, Lessons 2, 3, 4, 5, 6, 8, 10, 11, 14, 15, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 32, 33, 36</p> <p>Level 6, Module 3, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 24, 26, 27, 28, 29, 30, 31, 32, 36</p> <p>Level 6, Module 4, Lessons 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 39</p>
<p><b>SL.1.6-8.b</b></p> <p>Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>Level 6, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 6, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 6, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 24, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 6, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 34, 39</p>
<p><b>SL.1.6-8.c</b></p> <p>Pose questions that elicit elaboration, connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<p>Level 6, Module 1, Lessons 7, 21, 32, 36</p> <p>Level 6, Module 2, Lessons 10, 19, 26, 30, 36</p> <p>Level 6, Module 3, Lessons 18, 31, 36</p> <p>Level 6, Module 4, Lessons 7, 23, 27, 39</p>
<p><b>SL.1.6-8.d</b></p> <p>Review the key ideas expressed and demonstrate understanding of multiple perspectives through paraphrasing and reflection. Acknowledge new information expressed by others, and, when warranted, modify, qualify, or justify their own views in light of the evidence presented.</p>	<p>Level 6, Module 1, Lessons 7, 21, 32, 36</p> <p>Level 6, Module 2, Lessons 10, 19, 26, 30, 36</p> <p>Level 6, Module 3, Lessons 18, 31, 36</p> <p>Level 6, Module 4, Lessons 7, 23, 27, 39</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.2.6-8.a</b></p> <p>Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.</p>	<p>Level 6, Module 1, Lessons 3, 7, 8, 26, 36</p> <p>Level 6, Module 2, Lessons 7, 21, 27</p>
<p><b>SL.2.6-8.b</b></p> <p>Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>Level 6, Module 4, Lessons 16, 37, 38</p>
<p><b>SL.2.6-8.c</b></p> <p>Delineate a speaker's argument and specific claims, evaluate the soundness of the reasoning and sufficiency of the evidence, and identify when irrelevant evidence is introduced.</p>	<p>Level 6, Module 1, Lesson 8</p> <p>Level 6, Module 2, Lessons 5, 21</p> <p>Level 6, Module 3, Lessons 7, 12, 22, 30</p> <p>Level 6, Module 4, Lessons 4, 28</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.3.6-8.a</b></p> <p>Present claims and findings, emphasizing salient points in a sequenced, focused, coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details.</p>	<p>Level 6, Module 1, Lessons 7, 21, 32, 36</p> <p>Level 6, Module 2, Lessons 10, 19, 26, 30, 36, 37, 39</p> <p>Level 6, Module 3, Lessons 18, 31, 36, 39</p> <p>Level 6, Module 4, Lessons 7, 23, 27, 37, 38, 39</p>

<p><b>SL.3.6-8.b</b> Use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Level 6, Module 1, Lessons 7, 21, 32, 36 Level 6, Module 2, Lessons 10, 19, 26, 30, 36, 37, 39 Level 6, Module 3, Lessons 18, 31, 36, 39 Level 6, Module 4, Lessons 7, 23, 27, 37, 38, 39</p>
<p><b>SL.3.6-8.c</b> When appropriate, integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>Level 6, 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.4.6-8</b> Adapt speech to a variety of contexts, demonstrating command of language in the appropriate register.</p>	<p>Level 6, Module 1, Lessons 7, 21, 32, 36 Level 6, Module 2, Lessons 10, 19, 26, 30, 31, 36 Level 6, Module 3, Lessons 18, 31, 36 Level 6, Module 4, Lessons 7, 23, 27, 33, 36, 37, 38, 39</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.4.6-8</b></p> <p>Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Level 6, Module 1, Lessons 3, 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37</p> <p>Level 6, Module 2, 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, 35, 36</p> <p>Level 6, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 6, Module 4, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 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.5.6-8.a</b></p> <p>Provide an accurate summary of various texts.</p>	<p>Level 6, Module 1, Lessons 3, 4, 5, 13, 14, 17, 19, 23, 24, 25, 28, 29, 30</p> <p>Level 6, Module 2, Lessons 3, 6, 14, 15, 17, 22, 23, 24, 25, 28</p> <p>Level 6, Module 3, Lessons 3, 4, 5, 7, 12, 13, 16, 22, 23, 25, 28, 29</p> <p>Level 6, Module 4, Lessons 3, 10, 11, 12, 14, 15, 16, 20, 21, 25, 29</p>
<p><b>R.5.6-8.b</b></p> <p>Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.</p>	<p>Level 6, Module 1, Lessons 7, 21</p> <p>Level 6, Module 2, Lessons 10, 19, 26, 30</p> <p>Level 6, Module 3, Lessons 18, 31</p> <p>Level 6, Module 4, Lessons 7, 23, 27, 30</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.6.6-8</b></p> <p>Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).</p>	<p>Level 6, Module 1, Lessons 14, 15, 17, 19, 21, 23, 24, 25, 27, 28, 29, 30</p> <p>Level 6, Module 3, Lessons 4, 5, 7, 8, 12, 13, 17, 18, 22, 23, 24, 25, 28, 29, 30</p> <p>Level 6, Module 4, Lessons 12, 15, 21, 23</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.7.6-8</b></p> <p>Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.</p>	<p>Level 6, Module 1, Lessons 3, 7, 15, 27, 31</p> <p>Level 6, Module 2, Lessons 6, 16, 22, 32</p> <p>Level 6, Module 3, Lessons 2, 7, 10, 12, 14, 27, 32</p> <p>Level 6, Module 4, Lessons 2, 3, 5, 6, 13, 14, 26</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.8.6-8</b></p> <p>Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.</p>	<p>Level 6, Module 1, Lessons 5, 20, 25, 27, 28, 29, 30</p> <p>Level 6, Module 2, Lessons 3, 6, 8, 9, 10, 18, 21, 24, 25, 28, 29, 30</p> <p>Level 6, Module 3, Lessons 13, 17, 25, 26, 28, 30</p> <p>Level 6, Module 4, Lessons 5, 6, 10, 14, 15, 17, 20, 21</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.9.6-8</b></p> <p>Analyze how and why authors from various contexts (e.g., diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences.</p>	<p>Level 6, Module 2, Lessons 3, 8, 10, 18, 21, 24, 28, 29, 30</p> <p>Level 6, Module 3, Lessons 6, 8</p> <p>Level 6, Module 4, Lesson 16</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.10.6-8.a</b></p> <p>Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address distinguishing among fact, opinion, and qualifying statements.</p> <p>Level 6, Module 2, Lessons 21, 28, 31</p>
<p><b>R.10.6-8.b</b></p> <p>Evaluate the effectiveness of how an author or character develops the argument.</p>	<p>Level 6, Module 2, Lessons 21, 28, 31</p>
<p><b>R.10.6-8.c</b></p> <p>Assess the validity and reasoning of the argument, considering if the argument is relevant and sufficient.</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 &amp; Letters</i>
<p><b>R.11.6-8.a</b></p> <p>Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.</p>	<p>Level 6, Module 1, Lesson 16</p> <p>Level 6, Module 2, Lessons 5, 7, 29, 30, 32</p> <p>Level 6, Module 3, Lessons 6, 9, 13, 14, 15, 24, 27</p> <p>Level 6, Module 4, Lessons 6, 22, 23, 25</p>
<p><b>R.11.6-8.b</b></p> <p>Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.</p>	<p>Level 6, Module 1, Lessons 4, 5, 6</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.12.6-8.a</b></p> <p>Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Level 6, Module 1, Lessons 2, 3, 4, 5, 6, 25, 28, 29</p> <p>Level 6, Module 2, Lessons 2, 3, 4, 5, 6, 31</p> <p>Level 6, Module 3, Lessons 2, 3, 4, 5, 6, 16</p> <p>Level 6, Module 4, Lessons 2, 3, 25</p>
<p><b>R.12.6-8.b</b></p> <p>Read various on-level texts with purpose and understanding.</p>	<p>Level 6, Module 1, Lessons 2, 3, 4, 5, 6, 25, 28, 29</p> <p>Level 6, Module 2, Lessons 2, 3, 4, 5, 6, 31</p> <p>Level 6, Module 3, Lessons 2, 3, 4, 5, 6, 16</p> <p>Level 6, Module 4, Lessons 2, 3, 25</p>

<p><b>R.12.6-8.c</b></p> <p>Use context to confirm or self-correct word recognition.</p>	<p>Level 6, Module 1, Lesson 2</p> <p>Level 6, Module 2, Lesson 2</p> <p>Level 6, Module 3, Lesson 2</p> <p>Level 6, Module 4, Lesson 2</p>
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## 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.1.6-8.a</b></p> <p>Investigate self-generated questions by participating in inquiry that builds increasingly complex knowledge, refocusing inquiry as needed.</p>	<p>Level 6, Module 1, Lesson 30</p> <p>Level 6, Module 2, Lessons 11, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 36, 37, 38, 39</p> <p>Level 6, Module 3, Lessons 11, 12, 13, 14, 15, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 36, 37, 38, 39</p> <p>Level 6, Module 4, Lessons 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 35, 36, 37, 38</p>
<p><b>W.1.6-8.b</b></p> <p>Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.</p>	<p>Level 6, Module 4, Lessons 8, 10, 22, 24</p>
<p><b>W.1.6-8.c</b></p> <p>Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.</p>	<p>Level 6, Module 2, Lessons 11, 22, 32, 33</p> <p>Level 6, Module 3, Lessons 11, 12, 15, 23, 24, 33</p> <p>Level 6, Module 4, Lessons 9, 11, 13, 21, 23, 25</p>
<p><b>W.1.6-8.d</b></p> <p>Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.</p>	<p>Level 6, Module 2, Lessons 17, 19, 20, 28, 29, 30, 37, 38, 39</p> <p>Level 6, Module 3, Lessons 18, 19, 22, 30, 31, 32, 37, 38, 39</p> <p>Level 6, Module 4, Lessons 12, 21, 22, 23, 24, 34, 35</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.2.6-8.a</b></p> <p>With some 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, focusing on how well purpose and audience have been addressed.</p>	<p>Level 6, Module 1, Lessons 22, 23, 30, 32, 33, 38, 39</p> <p>Level 6, Module 2, Lessons 11, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 36, 37, 38, 39</p> <p>Level 6, Module 3, Lessons 11, 12, 13, 14, 15, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 6, Module 4, Lessons 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 35, 36, 37, 38</p>
<p><b>W.2.6-8.b</b></p> <p>Use technology to produce writing, as well as to interact and collaborate with others.</p>	<p>Level 6, Module 4, Lessons 33, 35</p>
<p><b>W.2.6-8.c</b></p> <p>Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.</p>	<p>Level 6, Module 4, Lessons 33, 35</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.3.6-8.a</b></p> <p>Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.</p>	<p>Level 6, Module 2, Lessons 19, 20, 28, 29, 30, 37, 38, 39</p> <p>Level 6, Module 3, Lessons 18, 19, 22, 30, 31, 32, 37, 38, 39</p> <p>Level 6, Module 4, Lessons 34, 35</p>

Maine Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.3.6-8.b</b> Develop and support the topic with relevant techniques and logically ordered details.</p>	<p>Level 6, Module 2, Lessons 11, 15, 16, 17, 19, 20, 22, 24, 28, 29, 30, 32, 33, 36, 37, 38, 39 Level 6, Module 3, Lessons 11, 12, 15, 18, 19, 23, 24, 26, 30, 31, 33, 36, 37, 38, 39</p>
<p><b>W.3.6-8.c</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.</p>	<p>Level 6, Module 2, Lessons 16, 19, 20, 28, 29, 30, 37, 38, 39 Level 6, Module 3, Lessons 16, 18, 19, 26, 30, 31, 37, 38, 39</p>
<p><b>W.3.6-8.d</b> Effectively use increasingly complex and precise language to establish an appropriate voice and tone.</p>	<p>Level 6, Module 2, Lessons 19, 20, 25, 28, 29, 30, 37, 38, 39 Level 6, Module 3, Lessons 18, 19, 30, 31, 37, 38, 39</p>
<p><b>W.3.6-8.e</b> Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.</p>	<p>Level 6, Module 2, Lessons 18, 19, 20, 27, 28, 29, 30, 36, 37, 38, 39 Level 6, Module 3, Lessons 17, 18, 19, 29, 30, 31, 37, 38, 39</p>