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

## Reading Literature

### Key Ideas and Details

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 7, 8, 9, 10, 11, 17, 18, 19, 20, 23, 29, 30, 31, 32, 33, 36</p> <p>Level 2, Module 2, Lessons 23, 27, 28, 29, 30, 33, 34</p> <p>Level 2, Module 3, Lessons 10, 11, 14, 15, 16, 17, 18, 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, 36</p>
<p><b>RL.2.2</b> Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</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>RL.2.3</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</p> <p>Level 2, Module 2, Lessons 23, 29, 30</p> <p>Level 2, Module 3, Lessons 15, 16, 17</p> <p>Level 2, Module 4, Lessons 3, 4, 5, 8, 10, 13, 16, 17</p>

**Reading Literature****Craft and Structure**

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.2.4</b></p> <p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Level 2, Module 1, Lessons 4, 19, 31</p> <p>Level 2, Module 3, Lessons 10, 11</p> <p>Level 2, Module 4, Lessons 9, 17</p>
<p><b>RL.2.5</b></p> <p>Describe the overall structure of a story, 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>RL.2.6</b></p> <p>Explain what dialogue is and how it can reveal characters' thoughts and perspectives.</p>	<p>Level 2, Module 3, Lesson 16</p> <p>Level 2, Module 4, Lesson 17</p>

**Reading Literature****Integration of Knowledge and Ideas**

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.2.7</b></p> <p>Use information gained from the 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</p> <p>Level 2, Module 2, Lessons 23, 29</p> <p>Level 2, Module 4, Lessons 3, 4, 9, 17</p>
<p><b>RL.2.8</b></p> <p>(Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)</p>	

<p><b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Level 2, Module 4, Lessons 11, 18, 19</p>
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## Reading Literature

### Range of Reading and Level of Text Complexity

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RL.2.10</b> Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 17, 18, 19, 20, 23, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 27, 28, 29, 30, 34</p> <p>Level 2, Module 3, Lessons 14, 15, 16, 17, 18, 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, 36</p>

## Reading Informational Text

### Key Ideas and Details

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RI.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Level 2, Module 1, Lessons 6, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 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, 24, 25, 26, 27, 28, 31, 34</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 16, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34</p> <p>Level 2, Module 4, Lessons 6, 11, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>

<p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>Level 2, Module 1, Lessons 26, 36 Level 2, Module 2, Lessons 6, 9, 16, 17, 18, 20, 25, 28, 34 Level 2, Module 3, Lessons 9, 12, 24, 29, 34 Level 2, Module 4, Lessons 23, 25, 31, 36</p>
<p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.</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 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 Informational Text

### Craft and Structure

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</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>
<p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>Level 2, Module 1, Lessons 25, 26 Level 2, Module 2, Lessons 4, 5, 7, 9, 10, 27, 31 Level 2, Module 3, Lessons 28, 30 Level 2, Module 4, Lessons 23, 24, 26, 29, 30, 32</p>
<p><b>RI.2.6</b> 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 Level 2, Module 3, Lessons 3, 7, 12 Level 2, Module 4, Lessons 29, 31, 33</p>

## Reading Informational Text

### Integration of Knowledge and Ideas

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify 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>RI.2.8</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>
<p><b>RI.2.9</b> Compare and contrast the most important points 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 Informational Text

### Range of Reading and Level of Text Complexity

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RI.2.10</b> Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.</p>	<p>Level 2, Module 1, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 33, 35, 36                      Level 2, 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, 31, 33, 34                      Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34                      Level 2, Module 4, Lessons 6, 11, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>

## Reading Foundational Skills

### Phonics and Word Recognition

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program. <i>Arts &amp; Letters</i> intentionally does not address most foundational skills within core materials for grade levels K–2. Some exceptions include morphology instruction, which occurs throughout K–2, and fluency instruction, which begins in grade level 2. <i>Geodes</i>®, our accessible and information-rich books for emerging and developing readers, provide students with additional opportunities to apply their growing decoding skills while building knowledge on topics that align with <i>Arts &amp; Letters</i> modules.</p>
<p><b>RF.2.3.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>RF.2.3.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>RF.2.3.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>RF.2.3.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>RF.2.3.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>RF.2.3.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>
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## Reading Foundational Skills

### Fluency

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.</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>RF.2.4.a</b> Read grade-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>RF.2.4.b</b> Read grade-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>RF.2.4.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****Text Types and Purposes**

<b>Rhode Island Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>W.2.1</b></p> <p>Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address writing and drawing solutions for math word problems.</p> <p>Level 2, Module 4, Lessons 11, 12, 13, 14, 16, 17, 18, 19, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33</p>
<p><b>W.2.2</b></p> <p>Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Level 2, Module 2, Lessons 11, 12, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 35, 36, 37</p> <p>Level 2, Module 3, Lessons 9, 10, 11, 12, 13, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 34, 35, 36</p>
<p><b>W.2.3</b></p> <p>Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.</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</p>
<p><b>W.2.3.a</b></p> <p>For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure.</p>	<p><i>Arts &amp; Letters</i> addresses writing poetry in grade level 8.</p> <p>Level 8, Module 1, Lessons 8, 9, 13, 14, 17, 18, 19, 20, 21, 22, 24, 25, 27, 28, 29, 30, 32, 33, 36, 37, 38, 39</p>

**Writing****Production and Distribution of Writing**

<b>Rhode Island Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>W.2.4</b></p> <p>Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>Level 2, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 2, Module 2, Lessons 10, 11, 12, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 35, 36</p> <p>Level 2, Module 3, Lessons 9, 10, 11, 15, 16, 17, 18, 22, 23, 24, 34, 35</p> <p>Level 2, Module 4, Lessons 10, 11, 12, 13, 14, 16, 17, 18, 22, 23, 24, 25, 28, 29, 30, 31, 32</p>
<p><b>W.2.5</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 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, 9, 10, 11, 13, 14, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 38</p>
<p><b>W.2.5.a</b></p> <p>(Begins in grade 3.)</p>	
<p><b>W.2.5.b</b></p> <p>Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 2).</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, 9, 10, 11, 13, 14, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 38</p>

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Level 2, Module 3, Lesson 28 Level 2, Module 4, Lessons 27, 36, 37</p>

## Writing

### Research to Build and Present Knowledge

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>Level 2, Module 1, Lessons 11, 16, 21, 28, 33, 36 Level 2, Module 2, Lessons 7, 11, 12, 17, 18, 19, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36 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 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.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</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 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 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 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>
<p><b>W.2.9</b> (Begins in grade 4.)</p>	

## Writing

### Range of Writing

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>W.2.10</b> Write routinely for a range of tasks, purposes, and audiences.</p>	

## Speaking and Listening

### Comprehension and Collaboration

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.2.1</b> 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.2.1.a</b> 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.2.1.b</b> 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>

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.2.1.c</b> 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>
<p><b>SL.2.2</b> 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>
<p><b>SL.2.3</b> 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

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>SL.2.4</b> Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary.</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>

## 2 | Rhode Island Core Standards for English Language Arts/Literacy Correlation to *Arts & Letters*

<p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or descriptions of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Level 2, Module 3, Lessons 28, 29, 30, 31 Level 2, Module 4, Lessons 27, 36, 37, 38</p>
<p><b>SL.2.6</b> 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 Level 2, Module 2, Lessons 6, 25, 30, 34 Level 2, Module 3, Lessons 12, 17, 24, 29, 30, 31, 34, 35 Level 2, Module 4, Lessons 5, 10, 18, 31, 36, 38</p>

## Language

### Conventions of Standard English: Sentence Structure and Meaning

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</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, 16, 17, 19, 20, 21, 22, 26, 30, 31, 36, 37 Level 2, Module 3, Lessons 6, 7, 8, 11, 13, 14, 17, 18, 23, 25, 30, 34, 35, 36 Level 2, Module 4, Lessons 6, 8, 9, 11, 14, 16, 18, 19, 25, 26, 27, 28, 32, 33</p>

<p><b>L.2.1.a</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.</p>	<p>Level 2, Module 1, Lessons 11, 12, 13, 14, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 7, 12, 15, 17, 19, 21, 22, 26, 31</p> <p>Level 2, Module 3, Lessons 6, 7, 8, 11, 13, 18, 25, 30, 35</p> <p>Level 2, Module 4, Lessons 6, 9, 11, 16, 19, 27, 28, 32</p> <p><i>Arts &amp; Letters</i> addresses sentence types in grade level 1.</p> <p>Level 1, Module 1, Lessons 6, 11, 15, 16, 19, 20, 21, 27, 28, 29, 32, 33, 37</p> <p>Level 1, Module 2, Lessons 6, 8, 11, 12, 14, 15, 16, 17, 19, 20, 21, 24, 26, 28, 29, 31, 32, 33, 37, 38</p> <p>Level 1, Module 3, Lessons 2, 3, 5, 6, 7, 8, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 28, 30, 31, 32, 33, 34, 38</p> <p>Level 1, Module 4, Lessons 2, 3, 5, 6, 8, 12, 14, 15, 17, 18, 19, 22, 26, 27, 28, 30, 31, 32, 33, 37, 38</p>
<p><b>L.2.1.b</b> Use adjectives and adverbs in sentences 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</p> <p>Level 2, Module 4, Lessons 8, 9, 14, 18, 19, 25, 26, 32, 33</p>

## Language

### Conventions of Standard English: Word Usage

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.2.1.c</b> Use collective nouns and frequently occurring irregular plural nouns.</p>	<p>Level 2, Module 2, Lessons 15, 16, 19, 20, 26, 30, 31, 36, 37</p>
<p><b>L.2.1.d</b> Use reflexive pronouns.</p>	<p>Level 2, Module 3, Lessons 8, 11, 25</p>

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<p><b>L.2.1.e</b> Form and use the past tense of frequently occurring irregular verbs.</p>	<p>Level 2, Module 2, Lessons 20, 22, 26, 36, 37</p>
<p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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, 30, 31, 36, 37                      Level 2, Module 3, Lessons 6, 7, 8, 10, 11, 12, 13, 18, 21, 24, 25, 28, 30, 35, 36                      Level 2, Module 4, Lessons 6, 9, 11, 12, 14, 15, 16, 18, 19, 25, 26, 27, 28, 32, 33, 37</p>
<p><b>L.2.2.a</b> Print upper- and lowercase letters legibly and fluently.</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address writing legibly and fluently.                      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.b</b> Capitalize holidays, product names, and geographic names.</p>	<p>Level 2, Module 2, Lessons 21, 26, 30, 31, 36, 37</p>
<p><b>L.2.2.c</b> Use commas in greetings and closings of letters.</p>	<p>Level 2, Module 4, Lessons 12, 14</p>
<p><b>L.2.2.d</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>

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<p><b>L.2.2.e</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.f</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>
<p><b>L.2.2.g</b> Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in <math>1 + 3 = 4</math>, but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”).</p>	<p><i>Arts &amp; Letters</i> does not address this standard.</p>

## Language

### Knowledge of Language

Rhode Island Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>L.2.3</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.2.3.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**

<b>Rhode Island Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>L.2.4</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.2.4.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.2.4.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.2.4.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.2.4.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>

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<p><b>L.2.4.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>
<p><b>L.2.4.f</b> Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., a.m., p.m.).</p>	<p><i>Arts &amp; Letters</i> does not address this standard.</p>
<p><b>L.2.4.g</b> Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).</p>	<p><i>Arts &amp; Letters</i> does not address this standard.</p>
<p><b>L.2.5</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.2.5.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.2.5.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>

**L.2.6**

Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

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

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

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

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