



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 & Letters</i> |
|--|---|
| <p>RL.8.1 Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.</p> | <p>Level 8, Module 1, Lessons 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 35, 36</p> <p>Level 8, Module 2, Lessons 11, 12, 13, 14, 15, 16, 32, 36</p> <p>Level 8, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 32, 33, 35, 39</p> |
| <p>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.</p> | <p>Level 8, Module 1, Lessons 3, 5, 13, 24, 26, 29, 31, 36</p> <p>Level 8, Module 2, Lessons 12, 14, 36</p> <p>Level 8, Module 4, Lessons 11, 24, 26, 39</p> |
| <p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision.</p> | <p>Level 8, Module 1, Lessons 4, 9, 10, 11, 17, 18, 19, 20, 21, 24, 25, 29, 30, 32</p> <p>Level 8, Module 2, Lesson 12</p> <p>Level 8, Module 4, Lessons 3, 5, 6, 16, 19, 21, 24, 25, 26</p> |

Reading Literature

Craft and Structure

| Rhode Island Standards | Aligned Components of <i>Arts & Letters</i> |
|---|---|
| <p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of allusion and irony.</p> | <p>Level 8, Module 1, Lessons 3, 4, 10, 17, 19, 25, 30</p> <p>Level 8, Module 2, Lesson 13</p> <p>Level 8, Module 4, Lessons 2, 3, 4, 5, 6, 8, 10, 24, 25, 28</p> |

| Rhode Island Standards | Aligned Components of <i>Arts & Letters</i> |
|---|--|
| <p>RL.8.5 Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.</p> | <p>Level 8, Module 1, Lessons 12, 14, 21, 22, 32 Level 8, Module 2, Lesson 13</p> |
| <p>RL.8.6 Analyze how differences in point of view between characters and audience (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> | <p>Level 8, Module 1, Lesson 19 Level 8, Module 3, Lessons 24, 25 Level 8, Module 4, Lessons 4, 10, 20, 23</p> |

Reading Literature

Integration of Knowledge and Ideas

| Rhode Island Standards | Aligned Components of <i>Arts & Letters</i> |
|---|---|
| <p>RL.8.7 Analyze the extent to which an audio, filmed, or staged production of a story, drama, or poem stays faithful to or departs from the original text or script, evaluating the choices made by the director or performer(s).</p> | <p>Level 8, Module 4, Lessons 6, 21</p> |
| <p>RL.8.8 (Not applicable. For expectations regarding themes in literary texts, see RL.2.)</p> | |
| <p>RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> | <p>Level 8, Module 4, Lessons 7, 13, 17</p> |

Reading Literature**Range of Reading and Level of Text Complexity**

| Rhode Island Standards | Aligned Components of <i>Arts & Letters</i> |
|---|---|
| <p>RL.8.10</p> <p>Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.</p> | <p>Level 8, Module 1, Lessons 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 8, Module 2, Lessons 11, 12, 13, 14, 15, 16, 32, 36</p> <p>Level 8, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 32, 33, 35, 39</p> |

Reading Informational Text**Key Ideas and Details**

| Rhode Island Standards | Aligned Components of <i>Arts & Letters</i> |
|--|--|
| <p>RI.8.1</p> <p>Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.</p> | <p>Level 8, Module 1, Lessons 3, 7, 23, 32</p> <p>Level 8, Module 2, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37</p> <p>Level 8, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 8, Module 4, Lessons 7, 9, 11, 12, 13, 28, 29, 30, 31, 32, 39</p> |
| <p>RI.8.2</p> <p>Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.</p> | <p>Level 8, Module 2, Lessons 5, 8, 21, 24, 31, 36</p> <p>Level 8, Module 3, Lessons 3, 8, 11, 14, 16, 23, 25, 27, 32, 36</p> <p>Level 8, Module 4, Lessons 31, 39</p> |
| <p>RI.8.3</p> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> | <p>Level 8, Module 1, Lesson 32</p> <p>Level 8, Module 2, Lessons 4, 6, 10, 19, 24, 26, 32</p> <p>Level 8, Module 3, Lessons 3, 6, 7, 8, 9, 11, 14, 20, 21, 23, 27, 30, 31</p> |

Reading Informational Text**Craft and Structure**

| Rhode Island Standards | Aligned Components of Arts & Letters |
|---|--|
| <p>RI.8.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> | <p>Level 8, Module 1, Lessons 7, 23, 32</p> <p>Level 8, Module 2, Lessons 3, 5, 7, 20, 22, 24, 27</p> <p>Level 8, Module 3, Lessons 2, 4, 6, 7, 9, 11, 13, 20, 21, 22, 29</p> <p>Level 8, Module 4, Lessons 13, 29, 30</p> |
| <p>RI.8.5</p> <p>Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.</p> | <p>Level 8, Module 2, Lessons 3, 29, 30, 33</p> <p>Level 8, Module 3, Lessons 5, 15, 31</p> |
| <p>RI.8.6</p> <p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> | <p>Level 8, Module 2, Lessons 7, 21, 22, 23, 24, 25, 30</p> <p>Level 8, Module 3, Lessons 13, 31</p> <p>Level 8, Module 4, Lesson 29</p> |

Reading Informational Text**Integration of Knowledge and Ideas**

| Rhode Island Standards | Aligned Components of Arts & Letters |
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| <p>RI.8.7</p> <p>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> | <p>Level 8, Module 2, Lessons 8, 19</p> <p>Level 8, Module 3, Lessons 5, 9, 10, 11</p> |

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| <p>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> | <p>Level 8, Module 3, Lessons 14, 15, 28 Level 8, Module 4, Lesson 32</p> |
| <p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> | <p>Level 8, Module 2, Lessons 5, 25, 27, 32 Level 8, Module 3, Lesson 33</p> |

Reading Informational Text

Range of Reading and Level of Text Complexity

| Rhode Island Standards | Aligned Components of <i>Arts & Letters</i> |
|---|--|
| <p>RI.8.10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.</p> | <p>Level 8, Module 1, Lessons 3, 7, 23, 32 Level 8, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37 Level 8, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36 Level 8, Module 4, Lessons 7, 9, 11, 12, 13, 28, 29, 30, 31, 32, 39</p> |

Writing

Text Types and Purposes

| Rhode Island Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>W.8.1 Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</p> | <p>Level 8, Module 3, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 36, 37, 38, 39</p> |

| Rhode Island Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.</p> | <p>Level 8, Module 3, Lessons 10, 14, 17, 20, 21, 23, 26, 30, 31, 32, 33, 37, 38, 39</p> |
| <p>W.8.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> | <p>Level 8, Module 3, Lessons 8, 9, 11, 12, 13, 16, 17, 20, 23, 24, 25, 27, 31, 32, 33, 36, 38, 39</p> |
| <p>W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> | <p>Level 8, Module 3, Lessons 10, 11, 13, 17, 20, 23, 27, 28, 31, 32, 33, 38, 39</p> |
| <p>W.8.1.d Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).</p> | <p>Level 8, Module 3, Lessons 13, 17, 20, 23, 31, 32, 33, 38, 39</p> |
| <p>W.8.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p> | <p>Level 8, Module 3, Lessons 15, 17, 20, 23, 30, 31, 32, 33, 38, 39</p> |
| <p>W.8.2 Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> | <p>Level 8, Module 1, Lessons 20, 31, 38 Level 8, Module 2, Lessons 8, 9, 10, 11, 12, 14, 15, 16, 19, 21, 24, 25, 26, 27, 28, 29, 30, 31, 33, 36, 37, 38, 39</p> |

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| <p>W.8.2.a</p> <p>Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> | <p>Level 8, Module 2, Lessons 9, 10, 16, 19, 27, 30, 31, 33, 37, 38, 39</p> |
| <p>W.8.2.b</p> <p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> | <p>Level 8, Module 2, Lessons 8, 11, 12, 14, 16, 19, 21, 24, 25, 26, 27, 28, 30, 31, 33, 36, 37, 38, 39</p> |
| <p>W.8.2.c</p> <p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> | <p>Level 8, Module 2, Lessons 15, 16, 19, 38, 39</p> |
| <p>W.8.2.d</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> | <p>Level 8, Module 1, Lessons 20, 31, 38 Level 8, Module 2, Lessons 25, 30, 31, 33, 38, 39</p> |
| <p>W.8.2.e</p> <p>Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).</p> | <p>Level 8, Module 2, Lessons 16, 19, 30, 31, 33, 38, 39</p> |
| <p>W.8.2.f</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | <p>Level 8, Module 2, Lessons 29, 30, 31, 33, 38, 39</p> |
| <p>W.8.3</p> <p>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</p> | <p>Level 8, Module 1, Lessons 8, 9, 13, 14, 17, 18, 19, 20, 21, 22, 24, 25, 28, 29, 30, 31, 33, 36, 37, 38, 39</p> |

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

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| <p>W.8.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.</p> | <p>Level 8, Module 1, Lessons 18, 19, 28, 29, 30, 33, 36, 37, 38, 39</p> |
| <p>W.8.3.b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> | <p>Level 8, Module 1, Lessons 8, 9, 14, 19, 21, 22, 25, 28, 29, 30, 37, 38, 39</p> |
| <p>W.8.3.c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> | <p>Level 8, Module 1, Lessons 13, 19, 29, 30, 31, 37, 38, 39</p> |
| <p>W.8.3.d Use precise words and phrases and relevant descriptive details to convey a tone (the writer’s attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.</p> | <p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address conveying tone in narrative writing. Level 8, Module 1, Lessons 17, 18, 19, 20, 24, 29, 30, 37, 38, 39</p> |
| <p>W.8.3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> | <p>Level 8, Module 1, Lessons 30, 37, 38, 39</p> |

Writing**Production and Distribution of Writing**

| Rhode Island Standards | Aligned Components of Arts & Letters |
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| <p>W.8.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p>Level 8, Module 1, Lessons 7, 8, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 8, Module 2, Lessons 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 8, Module 3, Lessons 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 8, Module 4, Lessons 18, 19, 30, 31, 32, 33</p> |
| <p>W.8.5</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> | <p>Level 8, Module 1, Lessons 3, 4, 5, 6, 7, 9, 10, 12, 13, 14, 16, 18, 19, 20, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38, 39</p> <p>Level 8, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38, 39</p> <p>Level 8, Module 3, Lessons 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38, 39</p> <p>Level 8, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 15, 16, 25, 26, 27, 29, 31, 32, 33, 35, 39</p> |
| <p>W.8.5.a</p> <p>Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).</p> | <p>Level 8, Module 1, Lessons 6, 12, 14, 19, 20, 26, 27, 29, 30, 37, 38, 39</p> <p>Level 8, Module 2, Lessons 9, 11, 15, 16, 19, 22, 25, 28, 30, 31, 32, 33, 38, 39</p> <p>Level 8, Module 3, Lessons 12, 16, 17, 20, 22, 23, 26, 28, 32, 33, 38, 39</p> <p>Level 8, Module 4, Lessons 7, 27, 29, 31, 32, 33</p> |

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| <p>W.8.5.b</p> <p>Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).</p> | <p>Level 8, Module 1, Lessons 3, 4, 5, 6, 7, 9, 10, 13, 14, 16, 18, 19, 20, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38, 39</p> <p>Level 8, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38, 39</p> <p>Level 8, Module 3, Lessons 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38, 39</p> <p>Level 8, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 15, 16, 25, 26, 27, 29, 31, 32, 35, 39</p> |
| <p>W.8.6</p> <p>Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> | <p>Level 8, Module 4, Lessons 30, 32, 33</p> |

Writing

Research to Build and Present Knowledge

| Rhode Island Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>W.8.7</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> | <p>Level 8, Module 2, Lessons 8, 9, 10, 11, 12, 14, 15, 16, 19, 21, 24, 26, 27, 28, 29, 30, 31, 33, 36, 37, 38, 39</p> <p>Level 8, Module 3, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 8, Module 4, Lessons 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> |

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| <p>W.8.8</p> <p>When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> | <p>Level 8, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 36</p> <p>Level 8, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 8, Module 3, 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, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 8, Module 4, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32</p> |
| <p>W.8.9</p> <p>Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.</p> | <p>Level 8, Module 2, Lessons 8, 12, 14, 16, 19, 21, 24, 26, 27, 28, 30, 31, 33, 36, 37, 38, 39</p> <p>Level 8, Module 3, Lessons 8, 9, 11, 16, 17, 20, 23, 24, 25, 27, 31, 32, 33, 36, 38, 39</p> <p>Level 8, Module 4, Lessons 21, 22, 23, 24, 25, 27, 31, 32, 33</p> |

Writing

Range of Writing

| Rhode Island Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>W.8.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <p>Level 8, Module 1, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 8, Module 2, Lessons 2, 3, 4, 5, 6, 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, 37, 38, 39</p> <p>Level 8, Module 3, 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, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 8, Module 4, Lessons 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 37, 39</p> |

Speaking and Listening**Comprehension and Collaboration**

| Rhode Island Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>SL.8.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> | <p>Level 8, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 39</p> <p>Level 8, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 8, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 36, 37</p> <p>Level 8, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 29, 30, 31, 32, 33, 39</p> |
| <p>SL.8.1.a</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 8, Module 1, Lessons 3, 4, 5, 7, 9, 11, 12, 13, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 36</p> <p>Level 8, Module 2, Lessons 3, 4, 5, 6, 7, 8, 10, 13, 14, 15, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 8, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 36</p> <p>Level 8, Module 4, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 21, 23, 24, 25, 26, 29, 30, 31, 32, 39</p> |
| <p>SL.8.1.b</p> <p>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> | <p>Level 8, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 39</p> <p>Level 8, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 8, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 36, 37</p> <p>Level 8, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 29, 30, 31, 32, 33, 39</p> |

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| <p>SL.8.1.c</p> <p>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> | <p>Level 8, Module 1, Lessons 5, 13, 26, 31, 36</p> <p>Level 8, Module 2, Lessons 8, 14, 24, 31, 36</p> <p>Level 8, Module 3, Lessons 11, 16, 25, 32, 36</p> <p>Level 8, Module 4, Lessons 11, 26, 31, 39</p> |
| <p>SL.8.1.d</p> <p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> | <p>Level 8, Module 1, Lessons 5, 13, 26, 31, 36</p> <p>Level 8, Module 2, Lessons 8, 10, 14, 24, 31, 36</p> <p>Level 8, Module 3, Lessons 11, 16, 25, 32, 36</p> <p>Level 8, Module 4, Lessons 11, 26, 31, 39</p> |
| <p>SL.8.2</p> <p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> | <p>Level 8, Module 3, Lessons 5, 10, 11</p> |
| <p>SL.8.3</p> <p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> | <p>Level 8, Module 2, Lessons 31, 32, 36</p> <p>Level 8, Module 3, Lessons 6, 17, 21, 27, 31</p> |

Speaking and Listening

Presentation of Knowledge and Ideas

| <p>Rhode Island Standards</p> | <p>Aligned Components of <i>Arts & Letters</i></p> |
|---|---|
| <p>SL.8.4</p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.</p> | <p>Level 8, Module 1, Lessons 5, 13, 26, 31, 36</p> <p>Level 8, Module 2, Lessons 8, 14, 24, 31, 36</p> <p>Level 8, Module 3, Lessons 11, 16, 25, 32, 36</p> <p>Level 8, Module 4, Lessons 11, 26, 31, 37, 38, 39</p> |

| Rhode Island Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>SL.8.5 Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> | Level 8, Module 4, Lessons 36, 37, 38 |
| <p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | Level 8, Module 1, Lessons 5, 13, 26, 31, 33, 36 Level 8, Module 2, Lessons 8, 14, 24, 31, 36 Level 8, Module 3, Lessons 11, 16, 25, 32, 36 Level 8, Module 4, Lessons 11, 26, 31, 33, 37, 38, 39 |

Language

Conventions of Standard English

| Rhode Island Standards | Aligned Components of <i>Arts & Letters</i> |
|---|---|
| <p>L.8.1 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> | Level 8, Module 2, Lessons 9, 15, 19, 25, 28, 30, 31, 32, 33, 38, 39 Level 8, Module 3, Lessons 12, 16, 17, 26, 28, 33 Level 8, Module 4, Lessons 7, 32 |

Language

Conventions of Standard English: Sentence Structure, Variety, and Meaning

| Rhode Island Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>L.8.1.a Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.</p> | <p><i>Arts & Letters</i> addresses this standard in grade level 7.</p> Level 7, Module 1, Lessons 12, 17, 22, 28, 32 Level 7, Module 3, Lessons 22, 33 Level 7, Module 4, Lessons 14, 34 |

| Rhode Island Standards | Aligned Components of <i>Arts & Letters</i> |
|--|---|
| <p>L.8.1.b Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.</p> | <p>Level 8, Module 2, Lessons 9, 15, 19, 25, 28, 30, 31, 32, 33, 38, 39 Level 8, Module 3, Lessons 12, 16, 17, 26, 28, 33 Level 8, Module 4, Lessons 7, 32</p> |
| <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>Level 8, Module 1, Lessons 12, 19, 20, 26, 29, 30, 37, 38, 39 Level 8, Module 2, Lessons 11, 16, 19, 22, 30, 31, 33, 38, 39 Level 8, Module 3, Lessons 17, 20, 22, 23, 32, 33, 38, 39 Level 8, Module 4, Lessons 29, 31, 32, 33</p> |
| <p>L.8.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> | <p>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>L.8.2.b Use an ellipsis to indicate an omission.</p> | <p>Level 8, Module 2, Lessons 11, 16, 19, 22, 30, 31, 33, 38, 39</p> |
| <p>L.8.2.c Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</p> | <p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address common spelling variations of a word. Level 8, Module 1, Lessons 19, 20, 29, 30, 37, 38, 39 Level 8, Module 2, Lessons 16, 19, 30, 31, 33, 38, 39 Level 8, Module 3, Lessons 17, 20, 23, 32, 33, 38, 39 Level 8, Module 4, Lessons 29, 31, 32, 33</p> |

Language**Knowledge of Language**

| Rhode Island Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> | <p><i>Arts & Letters</i> addresses this standard in grade levels 6. See children below.</p> |
| <p>L.8.3.a Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.</p> | <p><i>Arts & Letters</i> addresses this standard in grade level 6. Level 6, Module 1, Lessons 17, 18, 19, 22, 26, 33 Level 6, Module 2, Lessons 11, 19, 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>L.8.3.b Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.</p> | <p><i>Arts & Letters</i> addresses this standard in grade level 6. Level 6, Module 3, Lesson 32 Level 6, Module 4, Lesson 24</p> |

Language**Vocabulary Acquisition and Use**

| Rhode Island Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> | <p>Level 8, Module 1, Lessons 3, 7, 9, 10, 14, 16, 25, 35 Level 8, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 18, 20, 22, 27, 28, 35 Level 8, Module 3, Lessons 2, 3, 7, 9, 11, 12, 13, 17, 19, 23, 29, 35 Level 8, Module 4, Lessons 2, 3, 4, 6, 13, 15, 35</p> |

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

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| <p>L.8.4.a 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 8, Module 1, Lessons 3, 7, 10, 25 Level 8, Module 2, Lessons 3, 22, 27 Level 8, Module 3, Lessons 2, 7, 11, 17, 29 Level 8, Module 4, Lessons 2, 3</p> |
| <p>L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> | <p>Level 8, Module 1, Lessons 3, 9, 16, 35 Level 8, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 18, 27, 28, 35 Level 8, Module 3, Lessons 3, 7, 9, 12, 17, 19, 23, 29, 35 Level 8, Module 4, Lessons 4, 6, 13, 15, 35</p> |
| <p>L.8.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> | <p>Level 8, Module 1, Lesson 14 Level 8, Module 2, Lesson 20 Level 8, Module 3, Lessons 13, 29 Level 8, Module 4, Lesson 2</p> |
| <p>L.8.4.d 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 8, Module 2, Lesson 20 Level 8, Module 3, Lesson 17</p> |
| <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | <p>Level 8, Module 1, Lessons 4, 25 Level 8, Module 2, Lessons 1, 3, 13, 22, 28 Level 8, Module 3, Lessons 6, 11, 20, 22, 23, 32 Level 8, Module 4, Lessons 6, 16, 25, 29</p> |
| <p>L.8.5.a Interpret figures of speech (e.g., verbal irony, puns) in context.</p> | <p>Level 8, Module 1, Lessons 4, 25 Level 8, Module 2, Lessons 13, 22 Level 8, Module 3, Lessons 6, 11 Level 8, Module 4, Lessons 16, 25</p> |

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| <p>L.8.5.b Use the relationship between particular words to better understand each of the words.</p> | <p>Level 8, Module 2, Lessons 1, 3, 22, 28 Level 8, Module 3, Lessons 20, 23</p> |
| <p>L.8.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> | <p>Level 8, Module 3, Lessons 20, 22, 32 Level 8, Module 4, Lessons 6, 29</p> |
| <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.</p> | <p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address independently researching words.</p> <p>Level 8, Module 1, Lessons 3, 5, 6, 7, 9, 13, 14, 18, 19, 20, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 8, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 8, Module 3, Lessons 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 8, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 26, 27, 31, 32, 39</p> |