

# Texas Essential Knowledge and Skills for English Language Arts and Reading (2017)



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

**(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.**

The student develops oral language through listening, speaking, and discussion. The student is expected to:

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.1.A</b> listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</p>	<p>Level 1, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37</p> <p>Level 1, Module 2, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38</p> <p>Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p><b>ELA.1.1.B</b> follow, restate, and give oral instructions that involve a short, related sequence of actions;</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address restating and giving oral directions.</p> <p>Level 1, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37</p> <p>Level 1, Module 2, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37</p> <p>Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p><b>ELA.1.1.C</b> share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</p>	<p>Level 1, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37</p> <p>Level 1, Module 2, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39</p> <p>Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p>

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.1.D</b> work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and</p>	<p>Level 1, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37</p> <p>Level 1, Module 2, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38</p> <p>Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p><b>ELA.1.1.E</b> develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p>	<p><i>Arts &amp; Letters</i> does not address this standard.</p>

**(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.**

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.2.A</b> demonstrate phonological awareness by:</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>ELA.1.2.A.i</b> producing a series of rhyming words;</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.2.A.ii</b> recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>ELA.1.2.A.iii</b> distinguishing between long and short vowel sounds in 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>ELA.1.2.A.iv</b> recognizing the change in spoken word when a specified phoneme is added, changed, or removed;</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>ELA.1.2.A.v</b> blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>ELA.1.2.A.vi</b> manipulating phonemes within base words; and</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>ELA.1.2.A.vii</b> segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>ELA.1.2.B</b> demonstrate and apply phonetic knowledge by:</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>ELA.1.2.B.i</b> decoding words in isolation and in context by applying common letter sound correspondences;</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.2.B.ii</b> decoding words with initial and final consonant blends, digraphs, and trigraphs;</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>ELA.1.2.B.iii</b> decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>ELA.1.2.B.iv</b> using knowledge of base words to decode common compound words and contractions;</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>ELA.1.2.B.v</b> decoding words with inflectional endings, including -ed, -s, and -es; and</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>ELA.1.2.B.vi</b> identifying and reading at least 100 high-frequency words from a research-based list;</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>ELA.1.2.C</b> demonstrate and apply spelling knowledge by:</p>	<p>Level 1, Module 1, Lessons 15, 19, 20, 27, 28, 31, 32, 37                      Level 1, Module 2, Lessons 14, 17, 18, 19, 20, 24, 25, 26, 28, 29, 30, 31, 32, 33, 36, 37, 38                      Level 1, Module 3, Lessons 14, 15, 16, 17, 18, 21, 22, 23, 26, 27, 31, 32, 33, 34, 38                      Level 1, Module 4, Lessons 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 30, 31, 32, 33, 37, 38, 39</p>

<p><b>ELA.1.2.C.i</b> spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</p>	<p>Level 1, Module 3, Lessons 14, 15, 16, 17, 18, 21, 22, 23, 26, 27, 31, 32, 33, 34, 38 Level 1, Module 4, Lessons 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 30, 31, 32, 33, 37, 38, 39</p>
<p><b>ELA.1.2.C.ii</b> spelling words with initial and final consonant blends, digraphs, and trigraphs;</p>	<p>Level 1, Module 3, Lessons 14, 15, 16, 17, 18, 21, 22, 23, 26, 27, 31, 32, 33, 34, 38 Level 1, Module 4, Lessons 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 30, 31, 32, 33, 37, 38, 39</p>
<p><b>ELA.1.2.C.iii</b> spelling words using sound-spelling patterns; and</p>	<p>Level 1, Module 1, Lessons 15, 19, 20, 27, 28, 31, 32, 37 Level 1, Module 2, Lessons 14, 17, 18, 19, 20, 24, 25, 26, 28, 29, 30, 31, 32, 33, 36, 37, 38 Level 1, Module 3, Lessons 14, 15, 16, 17, 18, 21, 22, 23, 26, 27, 31, 32, 33, 34, 38 Level 1, Module 4, Lessons 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 30, 31, 32, 33, 37, 38, 39</p>
<p><b>ELA.1.2.C.iv</b> spelling high-frequency words from a research-based list;</p>	<p>Level 1, Module 1, Lessons 15, 19, 20, 27, 28, 31, 32, 37 Level 1, Module 2, Lessons 14, 17, 18, 19, 20, 24, 25, 26, 28, 29, 30, 31, 32, 33, 36, 37, 38 Level 1, Module 3, Lessons 14, 15, 16, 17, 18, 21, 22, 23, 26, 27, 31, 32, 33, 34, 38 Level 1, Module 4, Lessons 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 30, 31, 32, 33, 37, 38, 39</p>
<p><b>ELA.1.2.D</b> demonstrate print awareness by identifying the information that different parts of a book provide;</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>ELA.1.2.E</b> alphabetize a series of words to the first or second letter and use a dictionary to find words; and</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

<p><b>ELA.1.2.F</b> develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address using appropriate spacing.</p> <p>Level 1, Module 1, Lessons 13, 14, 15, 16, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37, 38</p> <p>Level 1, Module 2, Lessons 2, 3, 4, 7, 8, 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 1, Module 3, 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, 29, 30, 31, 32, 33, 34, 37, 38</p> <p>Level 1, Module 4, Lessons 2, 3, 5, 6, 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, 38, 39</p>
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### (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.

The student uses newly acquired vocabulary expressively. The student is expected to:

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.3.A</b> use a resource such as a picture dictionary or digital resource to find words;</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 2.</p> <p>Level 2, Module 2, Lesson 10</p> <p>Level 2, Module 4, Lesson 26</p>
<p><b>ELA.1.3.B</b> use illustrations and texts the student is able to read or hear to learn or clarify word meanings;</p>	<p>Level 1, Module 1, Lessons 3, 4, 8, 9, 14, 15, 17, 18, 26, 28, 29, 30, 31</p> <p>Level 1, Module 2, Lessons 6, 14, 18, 21, 26, 32, 33</p> <p>Level 1, Module 3, Lessons 3, 4, 9, 10, 15, 21, 25, 26, 29, 31, 32</p> <p>Level 1, Module 4, Lessons 3, 9, 11, 12, 22, 27, 28, 30, 32</p>
<p><b>ELA.1.3.C</b> identify the meaning of words with the affixes -s, -ed, and -ing; and</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address the affixes -s, -ed, and -ing.</p> <p>Level 1, Module 2, Lesson 21</p> <p>Level 1, Module 3, Lessons 3, 4, 29, 31</p> <p>Level 1, Module 4, Lessons 12, 30</p>

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.3.D</b>                      identify and use words that name actions, directions, positions, sequences, categories, and locations.</p>	<p>Level 1, Module 1, Lessons 3, 4, 9, 31                      Level 1, Module 2, Lessons 8, 11, 20                      Level 1, Module 3, Lessons 2, 10, 31                      Level 1, Module 4, Lessons 3, 8, 15, 22, 26, 27, 28, 29, 32, 33, 36, 38</p>

**(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.**

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.4</b>                      Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

**(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.**

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.5</b>                      Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

**(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.**

The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.6.A</b> establish purpose for reading assigned and self-selected texts with adult assistance;</p>	<p>Level 1, Module 1, Lessons 2, 3, 4, 7, 8, 9, 12, 13, 14, 17, 18, 19, 24, 25, 26, 29, 30, 31                      Level 1, Module 2, Lessons 2, 3, 4, 7, 8, 9, 10, 12, 13, 14, 17, 18, 19, 20, 24, 25, 26, 29, 30, 31                      Level 1, Module 3, Lessons 2, 3, 4, 7, 8, 9, 10, 14, 15, 16, 19, 20, 21, 24, 25, 26, 30, 31, 32                      Level 1, Module 4, Lessons 2, 3, 4, 8, 9, 10, 11, 14, 15, 16, 22, 23, 24, 28, 29, 30</p>
<p><b>ELA.1.6.B</b> generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p>	<p>Level 1, Module 1, Lessons 2, 12, 17                      Level 1, Module 2, Lessons 24, 29                      Level 1, Module 3, Lessons 7, 19                      Level 1, Module 4, Lessons 5, 31</p>
<p><b>ELA.1.6.C</b> make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;</p>	<p>Level 1, Module 2, Lesson 18                      Level 1, Module 3, Lesson 31                      Level 1, Module 4, Lesson 33</p>
<p><b>ELA.1.6.D</b> create mental images to deepen understanding with adult assistance;</p>	<p>Level 1, Module 1, Lesson 19                      Level 1, Module 3, Lessons 4, 19, 21</p>
<p><b>ELA.1.6.E</b> make connections to personal experiences, ideas in other texts, and society with adult assistance;</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address making connections to personal experience.                      Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32, 36                      Level 1, Module 2, Lessons 5, 15, 27, 32, 36                      Level 1, Module 3, Lessons 5, 17, 22, 27, 33, 37</p>

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
	Level 1, Module 4, Lessons 5, 17, 25, 31, 36
<p><b>ELA.1.6.F</b> make inferences and use evidence to support understanding with adult assistance;</p>	<p>Level 1, Module 1, Lessons 4, 5, 9, 10, 14, 15, 19, 20, 26, 27, 31, 32                      Level 1, Module 2, Lessons 4, 5, 9, 10, 14, 15, 20, 26, 27, 31, 32                      Level 1, Module 3, Lessons 4, 5, 10, 16, 17, 21, 22, 26, 27, 32, 33                      Level 1, Module 4, Lessons 4, 5, 16, 17, 24, 25, 30, 31</p>
<p><b>ELA.1.6.G</b> evaluate details to determine what is most important with adult assistance;</p>	Level 1, Module 2, Lesson 13
<p><b>ELA.1.6.H</b> synthesize information to create new understanding with adult assistance; and</p>	<p>Level 1, Module 1, Lessons 5, 6, 10, 11, 15, 16, 20, 21, 27, 28, 32, 33, 36                      Level 1, Module 2, Lessons 5, 6, 10, 11, 15, 16, 20, 21, 27, 28, 32, 33, 36                      Level 1, Module 3, Lessons 5, 6, 10, 11, 17, 18, 22, 23, 27, 28, 29, 33, 34, 37                      Level 1, Module 4, Lessons 5, 6, 7, 11, 12, 13, 17, 18, 19, 25, 26, 27, 31, 32, 33, 36</p>
<p><b>ELA.1.6.I</b> monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p>	<p>Level 1, Module 1, Lessons 2, 3, 4, 5, 7, 8, 9, 10, 12, 13, 14, 15, 17, 18, 19, 20, 24, 25, 26, 27, 29, 30, 31, 32                      Level 1, Module 2, Lessons 2, 3, 4, 5, 7, 8, 9, 10, 12, 13, 14, 15, 17, 18, 19, 20, 24, 25, 26, 27, 29, 30, 31, 32                      Level 1, Module 3, Lessons 2, 3, 4, 5, 7, 8, 9, 10, 14, 15, 16, 17, 19, 20, 21, 22, 24, 25, 26, 27, 30, 31, 32, 33                      Level 1, Module 4, Lessons 2, 3, 4, 5, 8, 9, 10, 11, 14, 15, 16, 17, 22, 23, 24, 25, 28, 29, 30, 31</p>

**(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.**

The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.7.A</b> describe personal connections to a variety of sources;</p>	<p><i>Arts &amp; Letters</i> does not address this standard.</p>
<p><b>ELA.1.7.B</b> write brief comments on literary or informational texts;</p>	<p>Level 1, Module 1, Lessons 3, 4, 8, 9, 13, 14, 18, 19, 25, 26, 30, 31                      Level 1, Module 2, Lessons 3, 4, 8, 9, 13, 14, 18, 19, 20, 25, 26, 30, 31                      Level 1, Module 3, Lessons 3, 4, 8, 9, 10, 15, 16, 20, 21, 25, 26, 31, 32                      Level 1, Module 4, Lessons 3, 4, 10, 11, 15, 16, 23, 24, 29, 30</p>
<p><b>ELA.1.7.C</b> use text evidence to support an appropriate response;</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32                      Level 1, Module 2, Lessons 5, 13, 14, 15, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37                      Level 1, Module 3, Lessons 5, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 29, 30, 31, 33, 37, 38                      Level 1, Module 4, Lessons 5, 10, 11, 12, 17, 25, 29, 30, 31, 32, 36, 37, 38</p>
<p><b>ELA.1.7.D</b> retell texts in ways that maintain meaning;</p>	<p>Level 1, Module 2, Lessons 13, 30                      Level 1, Module 3, Lessons 3, 15, 20, 25, 31                      Level 1, Module 4, Lessons 15, 23, 29</p>
<p><b>ELA.1.7.E</b> interact with sources in meaningful ways such as illustrating or writing; and</p>	<p>Level 1, Module 1, Lessons 8, 9, 13, 14, 18, 19, 25, 26, 30, 31                      Level 1, Module 2, Lessons 3, 4, 8, 9, 10, 13, 14, 18, 19, 20, 25, 26, 30, 31                      Level 1, Module 3, Lessons 3, 4, 9, 10, 15, 16, 20, 21, 25, 26, 31, 32                      Level 1, Module 4, Lessons 3, 4, 9, 10, 11, 15, 16, 23, 24, 29, 30</p>

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.7.F</b> respond using newly acquired vocabulary as appropriate.</p>	<p>Level 1, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37, 38</p> <p>Level 1, Module 2, Lessons 13, 14, 15, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 1, Module 3, Lessons 11, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 37, 38, 39</p> <p>Level 1, Module 4, Lessons 16, 17, 18, 19, 23, 24, 25, 26, 27</p>

**(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.**

The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.8.A</b> discuss topics and determine theme using text evidence with adult assistance;</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32</p> <p>Level 1, Module 2, Lessons 5, 15, 27, 32</p> <p>Level 1, Module 3, Lesson 27</p> <p>Level 1, Module 4, Lessons 5, 17, 25, 31</p>
<p><b>ELA.1.8.B</b> describe the main character(s) and the reason(s) for their actions;</p>	<p>Level 1, Module 1, Lessons 15, 32</p> <p>Level 1, Module 4, Lessons 17, 31</p>
<p><b>ELA.1.8.C</b> describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address reading independently.</p> <p>Level 1, Module 1, Lessons 18, 25, 30</p> <p>Level 1, Module 2, Lessons 13, 25, 30</p> <p>Level 1, Module 3, Lessons 3, 15, 20, 25, 31</p> <p>Level 1, Module 4, Lessons 3, 15, 23</p>

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.8.D</b> describe the setting.</p>	<p>Level 1, Module 1, Lesson 18 Level 1, Module 2, Lessons 13, 25, 30 Level 1, Module 3, Lessons 3, 15, 25, 31 Level 1, Module 4, Lesson 15</p>

**(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.**

The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.9.A</b> demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;</p>	<p>Level 1, Module 2, Lesson 5 Level 1, Module 4, Lessons 15, 27, 32</p>
<p><b>ELA.1.9.B</b> discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 2. Level 2, Module 1, Lessons 4, 19, 31 Level 2, Module 3, Lessons 10, 11 Level 2, Module 4, Lessons 9, 17</p>
<p><b>ELA.1.9.C</b> discuss elements of drama such as characters and setting;</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 4, Level 4, Module 2, Lessons 24, 25</p>
<p><b>ELA.1.9.D</b> recognize characteristics and structures of informational text, including:</p>	<p>Level 1, Module 2, Lessons 6, 9, 10, 14, 18, 19 Level 1, Module 3, Lessons 9, 30, 32, 34 Level 1, Module 4, Lessons 7, 8, 9, 10, 11, 26</p>

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.9.D.i</b> the central idea and supporting evidence with adult assistance;</p>	<p>Level 1, Module 2, Lessons 18, 19 Level 1, Module 4, Lessons 7, 10, 26</p>
<p><b>ELA.1.9.D.ii</b> features and simple graphics to locate or gain information; and</p>	<p>Level 1, Module 2, Lessons 6, 9, 10, 14, 19 Level 1, Module 3, Lessons 9, 30, 32, 34 Level 1, Module 4, Lessons 8, 9, 10, 11</p>
<p><b>ELA.1.9.D.iii</b> organizational patterns such as chronological order and description with adult assistance;</p>	<p><i>Arts &amp; Letters</i> does not address this standard.</p>
<p><b>ELA.1.9.E</b> recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and</p>	<p>Level 1, Module 3, Lesson 32 Level 1, Module 4, Lesson 7</p>
<p><b>ELA.1.9.F</b> recognize characteristics of multimodal and digital texts.</p>	<p><i>Arts &amp; Letters</i> does not address this standard.</p>

**(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.**

The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.10.A</b> discuss the author's purpose for writing text;</p>	<p>Level 1, Module 4, Lesson 7</p>

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.10.B</b> discuss how the use of text structure contributes to the author's purpose;</p>	<p>Level 1, Module 3, Lesson 9 Level 1, Module 4, Lesson 9</p>
<p><b>ELA.1.10.C</b> discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p>	<p>Level 1, Module 1, Lesson 4 Level 1, Module 2, Lessons 6, 9, 14, 19, 26, 28 Level 1, Module 3, Lessons 9, 28, 31, 34 Level 1, Module 4, Lessons 9, 10, 16</p>
<p><b>ELA.1.10.D</b> discuss how the author uses words that help the reader visualize; and</p>	<p>Level 1, Module 3, Lesson 21 Level 1, Module 4, Lesson 23</p>
<p><b>ELA.1.10.E</b> listen to and experience first- and third-person texts.</p>	<p>Level 1, 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 Level 1, Module 2, 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 Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37 Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>

**(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.**

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.12.A</b> dictate or compose literary texts, including personal narratives and poetry;</p>	<p>Level 1, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37, 38 Level 1, Module 4, Lessons 16, 17, 18, 19, 23, 24, 25, 26, 27</p>

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.12.B</b> dictate or compose informational texts, including procedural texts; and</p>	<p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address composing procedural texts.</p> <p>Level 1, Module 2, Lessons 13, 14, 15, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p><b>ELA.1.12.C</b> dictate or compose correspondence such as thank you notes or letters.</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 2.</p> <p>Level 2, Module 4, Lessons 12, 13, 14</p>

**(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.**

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.13.A</b> generate questions for formal and informal inquiry with adult assistance;</p>	<p><i>Arts &amp; Letters</i> does not address this standard.</p>
<p><b>ELA.1.13.B</b> develop and follow a research plan with adult assistance;</p>	<p>Level 1, Module 1, Lessons 6, 11, 16, 21, 28, 33, 36</p> <p>Level 1, Module 2, Lessons 6, 11, 13, 14, 16, 17, 18, 19, 20, 21, 24, 25, 26, 28, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 1, Module 3, Lessons 6, 11, 14, 15, 16, 17, 18, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39</p> <p>Level 1, Module 4, Lessons 6, 10, 11, 12, 13, 18, 26, 27, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p><b>ELA.1.13.C</b> identify and gather relevant sources and information to answer the questions with adult assistance;</p>	<p>Level 1, Module 1, Lessons 6, 11, 16, 21, 28, 33, 36</p> <p>Level 1, Module 2, Lessons 6, 11, 13, 16, 18, 21, 25, 28, 29, 30, 33, 36</p> <p>Level 1, Module 3, Lessons 6, 11, 14, 18, 20, 23, 24, 25, 28, 29, 30, 34, 37</p> <p>Level 1, Module 4, Lessons 6, 10, 12, 18, 26, 27, 29, 32, 33, 36</p>

Texas Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>ELA.1.13.D</b> demonstrate understanding of information gathered with adult assistance; and</p>	<p>Level 1, Module 1, Lesson 36 Level 1, Module 2, Lessons 13, 18, 25, 29, 30, 36 Level 1, Module 3, Lessons 14, 20, 24, 25, 30, 37 Level 1, Module 4, Lessons 10, 29, 36</p>
<p><b>ELA.1.13.E</b> use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 19, 20, 27, 28, 31, 32, 33, 36, 37, 38 Level 1, Module 2, Lessons 5, 15, 20, 26, 27, 32, 36, 37 Level 1, Module 3, Lessons 5, 14, 15, 16, 17, 20, 21, 22, 23, 26, 27, 28, 29, 32, 33, 37, 38, 39 Level 1, Module 4, Lessons 5, 11, 12, 13, 17, 18, 19, 25, 26, 30, 31, 32, 36, 37, 38, 39</p>