



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 & Letters</i>
<p>ELA.2.1.A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</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>ELA.2.1.B follow, restate, and give oral instructions that involve a short, related sequence of actions;</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address restating and giving oral directions.</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>ELA.2.1.C share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</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, 35</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, 38</p>

Texas Standards	Aligned Components of <i>Arts & Letters</i>
<p>ELA.2.1.D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and</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>ELA.2.1.E develop social communication such as distinguishing between asking and telling.</p>	<p><i>Arts & 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 & Letters</i>
<p>ELA.2.2.A demonstrate phonological awareness by:</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program. <i>Arts & 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 & Letters</i> modules.</p>
<p>ELA.2.2.A.i producing a series of rhyming words;</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

Texas Standards	Aligned Components of <i>Arts & Letters</i>
<p>ELA.2.2.A.ii distinguishing between long and short vowel sounds in one-syllable and multisyllable words;</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>ELA.2.2.A.iii recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>ELA.2.2.A.iv manipulating phonemes within base words;</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>ELA.2.2.B demonstrate and apply phonetic knowledge by:</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>ELA.2.2.B.i decoding words with short, long, or variant vowels, trigraphs, and blends;</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>ELA.2.2.B.ii decoding words with silent letters such as knife and gnat;</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>ELA.2.2.B.iii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>ELA.2.2.B.iv decoding compound words, contractions, and common abbreviations;</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

Texas Standards	Aligned Components of <i>Arts & Letters</i>
<p>ELA.2.2.B.v decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>ELA.2.2.B.vi decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>ELA.2.2.B.vii identifying and reading high-frequency words from a research-based list;</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>ELA.2.2.C demonstrate and apply spelling knowledge by:</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>ELA.2.2.C.i spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>ELA.2.2.C.ii spelling words with silent letters such as knife and gnat;</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>ELA.2.2.C.iii spelling compound words, contractions, and common abbreviations;</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>ELA.2.2.C.iv spelling multisyllabic words with multiple sound-spelling patterns;</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

Texas Standards	Aligned Components of <i>Arts & Letters</i>
<p>ELA.2.2.C.v spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>ELA.2.2.C.vi spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>ELA.2.2.D alphabetize a series of words and use a dictionary or glossary to find words; and</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>ELA.2.2.E develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p>	<p><i>Arts & Letters</i> does not address this standard.</p>

(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 & Letters</i>
<p>ELA.2.3.A use print or digital resources to determine meaning and pronunciation of unknown words;</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address determining pronunciation. Level 2, Module 2, Lesson 10 Level 2, Module 4, Lesson 26</p>

<p>ELA.2.3.B use context within and beyond a sentence to determine the meaning of unfamiliar words;</p>	<p>Level 2, Module 1, Lessons 3, 4, 15, 19, 29, 31 Level 2, Module 2, Lessons 2, 8, 10, 11, 16, 18, 21 Level 2, Module 3, Lessons 3, 9, 10, 11, 13, 16, 22, 23, 27, 28 Level 2, Module 4, Lessons 7, 8, 9, 11, 13, 17, 23, 25, 26, 29</p>
<p>ELA.2.3.C identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address identifying and using words with the affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion. 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>ELA.2.3.D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p>	<p>Level 2, Module 4, Lesson 7</p>

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

Texas Standards	Aligned Components of <i>Arts & Letters</i>
<p>ELA.2.4 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>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>

(5) 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 read independently for a sustained period of time.

Texas Standards	Aligned Components of <i>Arts & Letters</i>
<p>ELA.2.5 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 read independently for a sustained period of time.</p>	<p>Each module includes a volume of reading (VOR) list with recommended topic-related texts. Using the VOR list, students can select texts on their level that align with their interests and expand their knowledge of each module topic.</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, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 35, 36, 37, 38</p> <p>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, 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, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 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>

(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 & Letters</i>
<p>ELA.2.6.A establish purpose for reading assigned and self-selected texts;</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 7, 8, 9, 12, 13, 14, 17, 18, 19, 24, 25, 26, 27, 29, 30, 31</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 8, 9, 10, 11, 15, 16, 17, 18, 22, 23, 24, 27, 28, 29</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 8, 9, 10, 11, 14, 15, 16, 21, 22, 23, 26, 27, 28</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 7, 8, 9, 12, 13, 15, 16, 17, 22, 23, 24, 25, 26, 28, 29, 30</p>

Texas Standards	Aligned Components of <i>Arts & Letters</i>
<p>ELA.2.6.B generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p>Level 2, Module 1, Lessons 17, 31, 33 Level 2, Module 2, Lessons 2, 15, 22, 27, 34 Level 2, Module 3, Lessons 2, 8, 14, 21, 26 Level 2, Module 4, Lessons 2, 7, 12, 15, 22, 28</p>
<p>ELA.2.6.C make and correct or confirm predictions using text features, characteristics of genre, and structures;</p>	<p><i>Arts & Letters</i> addresses making predictions in grade levels K and 1. Level K, Module 1, Lesson 30 Level K, Module 4, Lesson 3 Level 1, Module 2, Lesson 18 Level 1, Module 3, Lesson 31 Level 1, Module 4, Lesson 33 <i>Arts & Letters</i> addresses correcting and confirming predictions in grade levels 4 and 6. Level 4, Module 3, Lesson 15 Level 6, Module 1, Lesson 12</p>
<p>ELA.2.6.D create mental images to deepen understanding;</p>	<p>Level 2, Module 3, Lesson 10</p>
<p>ELA.2.6.E make connections to personal experiences, ideas in other texts, and society;</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address making connections to personal experiences. Level 2, Module 1, Lessons 5, 10, 20, 32, 36 Level 2, Module 2, Lessons 6, 25, 30, 34 Level 2, Module 3, Lessons 12, 17, 24, 29, 34 Level 2, Module 4, Lessons 5, 10, 12, 18, 31, 36</p>

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<p>ELA.2.6.F make inferences and use evidence to support understanding;</p>	<p>Level 2, Module 1, Lessons 4, 5, 9, 10, 14, 15, 19, 20, 27, 31, 32 Level 2, Module 2, Lessons 4, 5, 6, 11, 18, 24, 25, 29, 30 Level 2, Module 3, Lessons 4, 5, 10, 11, 12, 16, 17, 23, 24, 28, 29 Level 2, Module 4, Lessons 4, 5, 9, 10, 17, 18, 24, 26, 30, 31</p>
<p>ELA.2.6.G evaluate details read to determine key ideas;</p>	<p>Level 2, Module 1, Lessons 10, 20, 24, 32 Level 2, Module 2, Lessons 6, 9, 16, 25, 34 Level 2, Module 3, Lesson 34 Level 2, Module 4, Lessons 10, 18, 25, 31</p>
<p>ELA.2.6.H synthesize information to create new understanding; and</p>	<p>Level 2, Module 1, Lessons 5, 6, 10, 11, 16, 20, 21, 28, 32, 33, 36 Level 2, Module 2, Lessons 6, 7, 12, 19, 21, 25, 26, 30, 31, 34 Level 2, Module 3, Lessons 6, 7, 12, 13, 17, 18, 24, 25, 29, 30, 31, 34 Level 2, Module 4, Lessons 5, 6, 10, 11, 14, 18, 19, 27, 31, 32, 36</p>
<p>ELA.2.6.I 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 2, 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 2, Module 2, Lessons 2, 3, 4, 5, 6, 8, 9, 10, 11, 15, 16, 17, 18, 20, 22, 23, 24, 25, 27, 28, 29, 30 Level 2, Module 3, Lessons 2, 3, 4, 5, 8, 9, 10, 11, 12, 14, 15, 16, 17, 21, 22, 23, 24, 26, 27, 28, 29 Level 2, Module 4, Lessons 2, 3, 4, 5, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 22, 23, 24, 25, 26, 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 & Letters</i>
<p>ELA.2.7.A describe personal connections to a variety of sources;</p>	<p>Level 2, Module 1, Lessons 10, 20, 32 Level 2, Module 2, Lesson 30 Level 2, Module 3, Lessons 12, 24 Level 2, Module 4, Lesson 5</p>
<p>ELA.2.7.B write brief comments on literary or informational texts that demonstrate an understanding of the text;</p>	<p>Level 2, Module 1, Lessons 3, 4, 8, 9, 13, 14, 15, 18, 19, 25, 26, 27, 30, 31 Level 2, Module 2, Lessons 3, 4, 5, 9, 10, 11, 16, 17, 18, 20, 23, 24, 28, 29 Level 2, Module 3, Lessons 3, 4, 5, 9, 10, 11, 15, 16, 22, 23, 27, 28 Level 2, Module 4, Lessons 3, 4, 8, 9, 13, 16, 17, 23, 24, 25, 26, 29, 30</p>
<p>ELA.2.7.C use text evidence to support an appropriate response;</p>	<p>Level 2, Module 1, Lessons 5, 10, 14, 20, 32, 36 Level 2, Module 2, Lessons 6, 11, 12, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37 Level 2, Module 3, Lessons 6, 9, 10, 11, 12, 13, 14, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36 Level 2, Module 4, Lessons 5, 10, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p>ELA.2.7.D retell and paraphrase texts in ways that maintain meaning and logical order;</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address paraphrasing. Level 2, Module 1, Lessons 8, 30 Level 2, Module 2, Lesson 28 Level 2, Module 3, Lessons 22, 27 Level 2, Module 4, Lessons 3, 13</p>

Texas Standards	Aligned Components of <i>Arts & Letters</i>
<p>ELA.2.7.E interact with sources in meaningful ways such as illustrating or writing; and</p>	<p>Level 2, Module 1, Lessons 3, 4, 8, 9, 13, 14, 15, 18, 19, 25, 26, 27, 30, 31 Level 2, Module 2, Lessons 3, 4, 5, 9, 10, 11, 16, 17, 18, 20, 23, 24, 28, 29 Level 2, Module 3, Lessons 3, 4, 5, 9, 10, 11, 15, 16, 22, 23, 27, 28 Level 2, Module 4, Lessons 3, 4, 8, 9, 13, 16, 17, 23, 24, 25, 26, 29, 30</p>
<p>ELA.2.7.F respond using newly acquired vocabulary as appropriate.</p>	<p>Level 2, Module 1, Lessons 20, 32, 36, 38 Level 2, Module 2, Lessons 11, 12, 17, 19, 23, 25, 26, 30, 36, 37 Level 2, Module 3, Lessons 11, 12, 17, 18, 24, 34, 35 Level 2, Module 4, Lessons 14, 18, 24, 25, 30, 31, 32</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 & Letters</i>
<p>ELA.2.8.A discuss topics and determine theme using text evidence with adult assistance;</p>	<p>Level 2, Module 1, Lessons 5, 10, 20, 32 Level 2, Module 2, Lesson 30 Level 2, Module 3, Lessons 12, 24, 29 Level 2, Module 4, Lessons 5, 10, 18</p>
<p>ELA.2.8.B describe the main character's (characters') internal and external traits;</p>	<p>Level 2, Module 1, Lesson 20 Level 2, Module 2, Lesson 29 Level 2, Module 4, Lesson 4</p>

Texas Standards	Aligned Components of <i>Arts & Letters</i>
<p>ELA.2.8.C describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and</p>	<p>Level 2, Module 1, Lessons 9, 18, 30 Level 2, Module 2, Lesson 23 Level 2, Module 3, Lesson 15 Level 2, Module 4, Lessons 3, 13, 16</p>
<p>ELA.2.8.D describe the importance of the setting.</p>	<p>Level 2, Module 3, 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 & Letters</i>
<p>ELA.2.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;</p>	<p>Level 2, Module 4, Lessons 13, 16, 19</p>
<p>ELA.2.9.B explain visual patterns and structures in a variety of poems;</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address visual patterns. Level 2, Module 1, Lesson 31</p>
<p>ELA.2.9.C discuss elements of drama such as characters, dialogue, and setting;</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 4, Level 4, Module 2, Lessons 24, 25</p>
<p>ELA.2.9.D recognize characteristics and structures of informational text, including:</p>	<p>Level 2, Module 1, Lessons 14, 25, 26 Level 2, Module 2, Lessons 4, 5, 6, 7, 9, 10, 25, 27, 31 Level 2, Module 3, Lessons 3, 4, 12, 16, 24, 28, 29, 30 Level 2, Module 4, Lessons 23, 24, 26, 29, 30, 31, 32</p>

Texas Standards	Aligned Components of <i>Arts & Letters</i>
<p>ELA.2.9.D.i the central idea and supporting evidence with adult assistance;</p>	<p>Level 2, Module 2, Lessons 6, 25 Level 2, Module 3, Lessons 12, 24, 29 Level 2, Module 4, Lesson 31</p>
<p>ELA.2.9.D.ii features and graphics to locate and gain information; and</p>	<p>Level 2, Module 1, Lessons 14, 25, 26 Level 2, Module 2, Lessons 4, 5, 7, 9, 10, 27, 31 Level 2, Module 3, Lessons 4, 16, 28, 30 Level 2, Module 4, Lessons 23, 24, 26, 29, 30, 32</p>
<p>ELA.2.9.D.iii organizational patterns such as chronological order and cause and effect stated explicitly;</p>	<p>Level 2, Module 1, Lesson 25 Level 2, Module 3, Lesson 3 Level 2, Module 4, Lesson 29 <i>Arts & Letters</i> addresses explicitly stated organizational patterns in grade level 4. Level 4, Module 4, Lessons 2, 4, 11, 12</p>
<p>ELA.2.9.E recognize characteristics of persuasive text, including:</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>ELA.2.9.E.i stating what the author is trying to persuade the reader to think or do; and</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>ELA.2.9.E.ii distinguishing facts from opinion; and</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>ELA.2.9.F recognize characteristics of multimodal and digital texts.</p>	<p>Level 2, Module 3, Lesson 11</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 & Letters</i>
ELA.2.10.A discuss the author's purpose for writing text;	Level 2, Module 2, Lesson 18 Level 2, Module 3, Lessons 3, 7, 12 Level 2, Module 4, Lesson 29
ELA.2.10.B discuss how the use of text structure contributes to the author's purpose;	Level 2, Module 2, Lesson 18 Level 2, Module 4, Lesson 24
ELA.2.10.C discuss the author's use of print and graphic features to achieve specific purposes;	Level 2, Module 2, Lessons 5, 7 Level 2, Module 3, Lessons 4, 28 Level 2, Module 4, Lesson 24
ELA.2.10.D discuss the use of descriptive, literal, and figurative language;	Level 2, Module 1, Lessons 4, 9, 31 Level 2, Module 3, Lessons 11, 16, 17 Level 2, Module 4, Lessons 9, 16
ELA.2.10.E identify the use of first or third person in a text; and	<i>Arts & Letters</i> addresses this standard in grade level 4. Level 4, Module 1, Lesson 29 Level 4, Module 3, Lessons 11, 12, 15, 24, 29 Level 4, Module 4, Lesson 14

<p>ELA.2.10.F identify and explain the use of repetition.</p>	<p>Level 2, Module 1, Lesson 19 Level 2, Module 3, Lesson 11 Level 2, Module 4, Lesson 17</p>
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(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.

The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

Texas Standards	Aligned Components of <i>Arts & Letters</i>
<p>ELA.2.11.A plan a first draft by generating ideas for writing such as drawing and brainstorming;</p>	<p>Level 2, Module 1, Lessons 12, 16, 17, 18, 19, 25, 29, 30, 36 Level 2, Module 2, Lessons 12, 18, 19, 24, 25, 26, 29, 30, 36 Level 2, Module 3, Lessons 9, 11, 17, 18, 28, 29, 34 Level 2, Module 4, Lessons 13, 14, 16, 17, 18, 23, 24, 25, 30, 31, 36, 37, 38</p>
<p>ELA.2.11.B develop drafts into a focused piece of writing by:</p>	<p>Level 2, Module 1, Lessons 12, 13, 15, 16, 17, 18, 24, 25, 29, 30, 32, 36, 37 Level 2, Module 2, Lessons 11, 12, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 35, 36 Level 2, Module 3, Lessons 9, 10, 11, 16, 17, 22, 23, 34, 35 Level 2, Module 4, Lessons 12, 13, 14, 16, 17, 23, 24, 25, 30, 31, 32</p>
<p>ELA.2.11.B.i organizing with structure; and</p>	<p>Level 2, Module 1, Lessons 12, 15, 16, 17, 18, 24, 25, 29, 30, 36, 37 Level 2, Module 2, Lessons 11, 12, 17, 18, 23, 24, 25, 27, 28, 29, 35 Level 2, Module 3, Lessons 9, 10, 16, 17, 22, 23, 34, 35 Level 2, Module 4, Lessons 12, 13, 14, 16, 17, 23, 24, 25, 30, 31, 32</p>

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<p>ELA.2.11.B.ii developing an idea with specific and relevant details;</p>	<p>Level 2, Module 1, Lessons 13, 15, 16, 24, 29, 32, 36, 37 Level 2, Module 2, Lessons 12, 19, 26, 36 Level 2, Module 3, Lesson 11 Level 2, Module 4, Lesson 14</p>
<p>ELA.2.11.C revise drafts by adding, deleting, or rearranging words, phrases, or sentences;</p>	<p>Level 2, Module 1, Lessons 14, 28, 33 Level 2, Module 3, Lessons 12, 17, 23, 34, 35 Level 2, Module 4, Lessons 14, 18, 25, 32, 33</p>
<p>ELA.2.11.D edit drafts using standard English conventions, including:</p>	<p>Level 2, Module 1, Lessons 19, 20, 21, 26, 27, 28, 31, 32, 33, 37, 38 Level 2, Module 2, Lessons 20, 22, 26, 31, 37 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>ELA.2.11.D.i complete sentences with subject-verb agreement;</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>ELA.2.11.D.ii past, present, and future verb tense;</p>	<p>Level 2, Module 2, Lessons 20, 22, 26 <i>Arts & Letters</i> addresses this standard in grade level 1. Level 1, Module 2, Lesson 11 Level 1, Module 4, Lessons 22, 26, 27, 28, 32, 33, 38</p>
<p>ELA.2.11.D.iii singular, plural, common, and proper nouns;</p>	<p>Level 2, Module 2, Lessons 20, 26, 31, 37</p>
<p>ELA.2.11.D.iv adjectives, including articles;</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address editing drafts for articles. Level 2, Module 3, Lessons 25, 36 Level 2, Module 4, Lessons 19, 26, 33</p>

<p>ELA.2.11.D.v adverbs that convey time and adverbs that convey place;</p>	<p>Level 2, Module 1, Lessons 19, 20, 21, 26, 27, 28, 31, 32, 33, 37, 38</p>
<p>ELA.2.11.D.vi prepositions and prepositional phrases;</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address editing drafts for prepositional phrases. <i>Arts & Letters</i> addresses editing for prepositions in grade level 1. Level 1, Module 4, Lesson 3</p>
<p>ELA.2.11.D.vii pronouns, including subjective, objective, and possessive cases;</p>	<p>Level 2, Module 3, Lessons 13, 25, 36 <i>Arts & Letters</i> addresses this standard in grade level 6. Level 6, Module 1, Lessons 4, 6, 22, 38, 39</p>
<p>ELA.2.11.D.viii coordinating conjunctions to form compound subjects and predicates;</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 3. Level 3, Module 1, Lessons 11, 16, 22, 29, 33, 37 Level 3, Module 2, Lessons 7, 14, 26, 32 Level 3, Module 3, Lessons 6, 10 Level 3, Module 4, Lessons 4, 14, 29</p>
<p>ELA.2.11.D.ix capitalization of months, days of the week, and the salutation and conclusion of a letter;</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>ELA.2.11.D.x end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 1. Level 1, Module 1, Lessons 21, 29, 32, 38 Level 1, Module 2, Lesson 15 Level 1, Module 3, Lessons 19, 21, 23, 31, 32, 33, 34 Level 1, Module 4, Lessons 18, 19, 26, 27, 32, 33, 38</p>

<p>ELA.2.11.D.xi correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</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>ELA.2.11.E publish and share writing.</p>	<p>Level 2, Module 1, Lessons 14, 21, 28, 33, 38 Level 2, Module 2, Lessons 12, 26, 31, 37 Level 2, Module 3, Lessons 13, 25, 36 Level 2, Module 4, Lessons 14, 18, 27, 33, 37</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 & Letters</i>
<p>ELA.2.12.A compose literary texts, including personal narratives and poetry;</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>ELA.2.12.B compose informational texts, including procedural texts and reports; and</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address composing procedural texts and reports. Level 2, Module 2, Lessons 11, 12, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 35, 36, 37 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>ELA.2.12.C compose correspondence such as thank you notes or letters.</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 & Letters</i>
<p>ELA.2.13.A generate questions for formal and informal inquiry with adult assistance;</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 6. Level 6, Module 4, Lessons 7, 8, 9, 10, 12, 13, 14, 20</p>
<p>ELA.2.13.B develop and follow a research plan with adult assistance;</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>ELA.2.13.C identify and gather relevant sources and information to answer the questions;</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address identifying sources. Level 2, Module 4, Lessons 29, 31</p>
<p>ELA.2.13.D identify primary and secondary sources;</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>ELA.2.13.E demonstrate understanding of information gathered;</p>	<p>Level 2, Module 2, Lessons 11, 23, 35, 36 Level 2, Module 3, Lessons 9, 16, 22, 27 Level 2, Module 4, Lessons 29, 31</p>
<p>ELA.2.13.F cite sources appropriately; and</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 4. Level 4, Module 4, Lessons 11, 12, 13, 15, 27, 29</p>

<p>ELA.2.13.G use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<p>Level 2, Module 1, Lessons 5, 10, 20, 32, 36, 37, 38 Level 2, Module 2, Lessons 6, 12, 17, 19, 23, 25, 26, 30, 34, 36, 37 Level 2, Module 3, Lessons 11, 12, 17, 18, 24, 28, 29, 30, 31, 34, 35 Level 2, Module 4, Lessons 5, 10, 14, 18, 24, 25, 27, 30, 31, 32, 36, 37, 38</p>
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