





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

## Foundations for Reading

**Phonological and Phonemic Awareness:** The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).

| Virginia Standards   | Aligned Components of <i>Arts &amp; Letters</i>   |
|--|---|
| <p><b>1.FFR.2.A</b><br/>Isolate sounds in four and five phoneme words.</p>   | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program. <i>Arts &amp; Letters</i> intentionally does not address most foundational skills within core materials for grade levels K–2. Some exceptions include morphology instruction, which occurs throughout K–2, and fluency instruction, which begins in grade level 2. <i>Geodes</i>®, our accessible and information-rich books for emerging and developing readers, provide students with additional opportunities to apply their growing decoding skills while building knowledge on topics that align with <i>Arts &amp; Letters</i> modules.</p> |
| <p><b>1.FFR.2.B</b><br/>Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).</p>  | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>   |
| <p><b>1.FFR.2.C</b><br/>Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).</p> | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>   |

## Foundations for Reading

**Phonics and Word Analysis:** The student will apply phonetic principles to read and spell words.

| Virginia Standards  | Aligned Components of <i>Arts &amp; Letters</i>   |
|---|---|
| <p><b>1.FFR.3.A</b><br/>Decode and encode words with short vowels to include blends with digraphs, closed syllables (CVC, CCVC, CVCC, CCVCC).</p> | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |

| Virginia Standards   | Aligned Components of <i>Arts &amp; Letters</i>   |
|--|---|
| <p><b>1.FFR.3.B</b><br/>Decode and encode words with long vowels, open syllables, (CV, CCV) and vowel consonant-e (CVCE, CCVCE).</p>       | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>   |
| <p><b>1.FFR.3.C</b><br/>Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.</p>        | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>   |
| <p><b>1.FFR.3.D</b><br/>Decode multisyllabic words following basic patterns by breaking the words into 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>1.FFR.3.E</b><br/>Read grade-level high-frequency words, including decodable and irregular words with automaticity and accuracy.</p> | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>   |
| <p><b>1.FFR.3.F</b><br/>Write grade-level high-frequency words with automaticity and accuracy.</p>   | <p>Level 1, Module 1, Lessons 15, 19, 20, 27, 28, 31, 32, 37<br/>                     Level 1, Module 2, Lessons 14, 17, 18, 19, 20, 24, 25, 26, 28, 29, 30, 31, 32, 33, 36, 37, 38<br/>                     Level 1, Module 3, Lessons 14, 15, 16, 17, 18, 21, 22, 23, 26, 27, 31, 32, 33, 34, 38<br/>                     Level 1, Module 4, Lessons 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 30, 31, 32, 33, 37, 38, 39</p> |

## Developing Skilled Readers and Building Reading Stamina

| Virginia Standards   | Aligned Components of <i>Arts &amp; Letters</i>   |
|--|---|
| <p><b>1.DSR.A</b></p> <p>Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).</p> | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>   |
| <p><b>1.DSR.B</b></p> <p>(Text Complexity, 2-12) Introduced in Grade Two.</p>  |   |
| <p><b>1.DSR.C</b></p> <p>With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</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, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p> <p>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, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</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, 28, 29, 30, 31, 32, 33, 34</p> <p>Level 1, Module 4, Lessons 2, 3, 4, 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</p>     |
| <p><b>1.DSR.D</b></p> <p>Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).</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, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>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, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</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, 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, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> |

**Reading and Vocabulary****Vocabulary Development and Word Analysis**

| <b>Virginia Standards</b>   | <b>Aligned Components of Arts &amp; Letters</b>   |
|---|---|
| <p><b>1.RV.1.A</b><br/>Discuss meanings of words in context from a variety of texts.</p>  | <p>Level 1, Module 1, Lessons 3, 4, 8, 9, 14, 15, 17, 18, 26, 28, 29, 30, 31<br/>           Level 1, Module 2, Lessons 6, 14, 18, 21, 26, 32, 33<br/>           Level 1, Module 3, Lessons 3, 4, 9, 10, 15, 21, 25, 26, 29, 31, 32<br/>           Level 1, Module 4, Lessons 3, 9, 11, 12, 22, 27, 28, 30, 32</p> |
| <p><b>1.RV.1.B</b><br/>Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.</p>                    | <p>Level 1, Module 3, Lesson 25<br/>           Level 1, Module 4, Lessons 3, 4, 29</p>  |
| <p><b>1.RV.1.C</b><br/>Ask for the meaning of unknown words and make connections to familiar words.</p>   | <p>Level 1, Module 1, Lessons 3, 4, 8, 9, 14, 15, 17, 18, 26, 28, 29, 30, 31<br/>           Level 1, Module 2, Lessons 6, 18, 21, 26, 32, 33<br/>           Level 1, Module 3, Lessons 3, 4, 9, 10, 15, 21, 25, 26, 32<br/>           Level 1, Module 4, Lessons 3, 11, 12, 22, 27, 28, 30</p>                    |
| <p><b>1.RV.1.D</b><br/>Use vocabulary across content areas.</p>   | <p>Level 1, Module 1, Lessons 4, 8, 9, 15, 18, 19, 24, 26, 28, 29, 30, 31<br/>           Level 1, Module 2, Lessons 6, 14, 31, 32<br/>           Level 1, Module 3, Lessons 3, 10, 16, 22, 25, 27, 31, 32<br/>           Level 1, Module 4, Lessons 3, 6, 9, 11, 15, 17, 25, 30, 32</p>                           |
| <p><b>1.RV.1.E</b><br/>Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g., -s, -ing, -ed).</p> | <p>Level 1, Module 2, Lessons 6, 21, 33<br/>           Level 1, Module 4, Lessons 22, 28</p>  |
| <p><b>1.RV.1.F</b><br/>Distinguish shades of meaning among verbs and adjectives.</p>  | <p>Level 1, Module 3, Lesson 25<br/>           Level 1, Module 4, Lessons 3, 4, 29</p>  |

| Virginia Standards  | Aligned Components of <i>Arts &amp; Letters</i>   |
|---|---|
| <p><b>1.RV.1.G</b><br/>Identify the purpose of simple reference materials (e.g., picture dictionary, digital dictionary).</p> | <p>Level 1, Module 4, Lessons 9, 10, 11</p>   |
| <p><b>1.RV.1.H</b><br/>Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.</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, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>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, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 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</p> |
| <p><b>1.RV.1.I</b><br/>Use newly learned words and phrases in discussions and speaking activities.</p>                        | <p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32</p> <p>Level 1, Module 2, Lessons 5, 15, 27, 32, 36</p> <p>Level 1, Module 3, Lessons 5, 17, 22, 27, 33, 37</p> <p>Level 1, Module 4, Lessons 6, 17, 25, 31, 36</p>   |

## Reading Literary Text

### Key Ideas and Plot Details

| Virginia Standards   | Aligned Components of <i>Arts &amp; Letters</i>  |
|--|--|
| <p><b>1.RL.1.A</b><br/>Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details.</p> | <p>Level 1, Module 1, Lessons 5, 10, 13, 15, 18, 20, 25, 27, 30, 32, 36</p> <p>Level 1, Module 2, Lessons 3, 5, 13, 15, 25, 27, 30, 32, 36</p> <p>Level 1, Module 3, Lessons 3, 5, 15, 17, 20, 22, 25, 27, 31, 33, 37</p> <p>Level 1, Module 4, Lessons 3, 5, 15, 17, 23, 25, 29, 31, 36</p> |

| Virginia Standards   | Aligned Components of <i>Arts &amp; Letters</i>  |
|--|--|
| <p><b>1.RL.1.B</b><br/>Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).</p> | <p>Level 1, Module 1, Lessons 3, 4, 5, 8, 9, 10, 13, 14, 15, 16, 18, 19, 21, 25, 26, 27, 30, 31</p> <p>Level 1, Module 2, Lessons 3, 4, 5, 13, 15, 25, 26, 27, 30, 31, 32</p> <p>Level 1, Module 3, Lessons 3, 4, 5, 15, 16, 17, 20, 21, 22, 25, 27, 31, 33</p> <p>Level 1, Module 4, Lessons 3, 4, 5, 15, 16, 17, 23, 24, 25, 29, 30, 31, 32, 33, 36</p>  |
| <p><b>1.RL.1.C</b><br/>Ask and answer literal (who, what, when, where) or inferential (how, why) questions about what is read.</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, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 1, Module 2, Lessons 2, 3, 4, 5, 6, 12, 13, 15, 24, 25, 26, 27, 29, 30, 31, 32, 36</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 31, 33, 37</p> <p>Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 14, 15, 16, 17, 18, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 36</p> |
| <p><b>1.RL.1.D</b><br/>Generate predictions about story characters and events using the text.</p>  | <p><i>Arts &amp; Letters</i> does not address this standard.</p>   |

## Reading Literary Text

### Craft and Style

| Virginia Standards  | Aligned Components of <i>Arts &amp; Letters</i> |
|---|---|
| <p><b>**Standards that address Craft and Style are introduced in Grade Three.</b></p> |   |

## Reading Literary Text

### Integration of Concepts

| Virginia Standards   | Aligned Components of <i>Arts &amp; Letters</i>  |
|--|--|
| <p><b>1.RL.3.A</b></p> <p>Set a purpose for reading by providing a guiding question, activating prior (experience) and background (content) knowledge.</p> | <p>Level 1, Module 1, Lessons 2, 7, 12, 17, 24, 29</p> <p>Level 1, Module 2, Lessons 2, 12, 24, 29</p> <p>Level 1, Module 3, Lessons 2, 4, 5, 14, 19, 24, 30</p> <p>Level 1, Module 4, Lessons 2, 3, 5, 14, 22, 24, 25, 28, 29, 30, 31</p> |
| <p><b>1.RL.3.B</b></p> <p>Make connections between characters, settings, and major events in stories heard, using key details.</p>                         | <p>Level 1, Module 1, Lessons 13, 18, 25, 30</p> <p>Level 1, Module 2, Lessons 3, 13, 25, 30</p> <p>Level 1, Module 3, Lessons 3, 15, 20, 25, 31</p> <p>Level 1, Module 4, Lessons 3, 23</p>   |
| <p><b>1.RL.3.C</b></p> <p>Compare and contrast the adventures or experiences of characters in stories heard, using key details.</p>                        | <p>Level 1, Module 3, Lesson 21</p> <p>Level 1, Module 4, Lessons 6, 18, 24, 27, 36</p>  |

## Reading Informational Text

### Key Ideas and Confirming Details

| Virginia Standards  | Aligned Components of <i>Arts &amp; Letters</i>  |
|---|--|
| <p><b>1.RI.1.A</b></p> <p>Ask and answer literal (who, what, when, where) and inferential (why, how) questions about what is read, including demonstrating an understanding of the main topics.</p> | <p>Level 1, Module 1, Lessons 6, 11, 16, 21, 28, 33</p> <p>Level 1, Module 2, Lessons 6, 7, 8, 9, 10, 11, 14, 16, 17, 18, 19, 20, 21, 28, 33, 36</p> <p>Level 1, Module 3, Lessons 6, 7, 8, 9, 10, 23, 26, 28, 29, 30, 32, 34, 37</p> <p>Level 1, Module 4, Lessons 6, 7, 8, 9, 10, 11, 23, 26, 27, 32, 33</p> |

|   |   |
|---|---|
| <p><b>1.RI.1.B</b><br/>Identify the main idea and supporting details of a text.</p>     | <p>Level 1, Module 2, Lessons 8, 18, 19, 36<br/>Level 1, Module 3, Lessons 8, 37<br/>Level 1, Module 4, Lessons 7, 10, 26</p> |
| <p><b>1.RI.1.C</b><br/>Explain the difference between facts and opinions in a text.</p> | <p><i>Arts &amp; Letters</i> does not address this standard.</p>  |

## Reading Informational Text

### Craft and Style

| Virginia Standards   | Aligned Components of <i>Arts &amp; Letters</i>  |
|--|--|
| <p><b>1.RI.2.A</b><br/>Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.</p> | <p>Level 1, Module 2, Lessons 9, 10, 14, 19<br/>Level 1, Module 3, Lessons 9, 30, 32<br/>Level 1, Module 4, Lessons 8, 9, 10, 11</p> |
| <p><b>1.RI.2.B</b><br/>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>                | <p>Level 1, Module 2, Lessons 6, 14<br/>Level 1, Module 4, Lessons 10, 26, 33</p>  |

## Reading Informational Text

### Integration of Concepts

| Virginia Standards   | Aligned Components of <i>Arts &amp; Letters</i>                                 |
|--|---|
| <p><b>1.RI.3.A</b><br/>Identify basic similarities in and differences between two texts on the same topic.</p> | <p>Level 1, Module 2, Lessons 6, 11<br/>Level 1, Module 3, Lessons 6, 9, 34</p> |

| Virginia Standards   | Aligned Components of <i>Arts &amp; Letters</i>  |
|--|--|
| <p><b>1.RI.3.B</b><br/>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> | <p>Level 1, Module 2, Lessons 8, 9, 10, 14, 18, 19, 20<br/>Level 1, Module 3, Lessons 26, 32, 34</p> |

## Foundations for Writing

| Virginia Standards  | Aligned Components of <i>Arts &amp; Letters</i>   |
|---|---|
| <p><b>1.FFW</b><br/>The student will print legibly in manuscript.</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<br/>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<br/>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<br/>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> |

## Foundations for Writing

### Handwriting

| Virginia Standards  | Aligned Components of <i>Arts &amp; Letters</i>                  |
|---|--|
| <p><b>1.FFW.1.A</b><br/>Use functional pencil grasp for letter formation.</p> | <p><i>Arts &amp; Letters</i> does not address this standard.</p> |

|   |   |
|---|---|
| <p><b>1.FFW.1.B</b></p> <p>Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation.</p> | <p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address forming numbers.</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> |
| <p><b>1.FFW.1.C</b></p> <p>Accurately and automatically apply spaces between written words in phrases or sentence-level writing.</p>              | <p><i>Arts &amp; Letters</i> does not address this standard.</p>  |

## Foundations for Writing

### Spelling

| Virginia Standards   | Aligned Components of <i>Arts &amp; Letters</i>   |
|--|---|
| <p><b>1.FFW.2.A</b></p> <p>Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce).</p> | <p>Level 1, Module 1, Lessons 15, 19, 20, 27, 28, 31, 32, 37</p> <p>Level 1, Module 2, Lessons 14, 17, 18, 19, 20, 24, 25, 26, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 1, Module 3, Lessons 14, 15, 16, 17, 18, 21, 22, 23, 26, 27, 31, 32, 33, 34, 38</p> <p>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>1.FFW.2.B</b></p> <p>Encode (spell) 2-syllable words (e.g., pancake) following basic patterns by breaking the words into syllables.</p>  | <p>Level 1, Module 2, Lessons 14, 18</p> <p>Level 1, Module 4, Lesson 33</p>  |

| Virginia Standards   | Aligned Components of <i>Arts &amp; Letters</i>  |
|--|--|
| <p><b>1.FFW.2.C</b><br/>Encode (spell) unfamiliar words by recognizing and applying taught word patterns.</p>  | <p>Level 1, Module 3, Lessons 14, 15, 16, 17, 18, 21, 22, 23, 26, 27, 31, 32, 33, 34, 38<br/>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>1.FFW.2.D</b><br/>Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.</p> | <p>Level 1, Module 1, Lessons 15, 19, 20, 27, 28, 31, 32, 37<br/>Level 1, Module 2, Lessons 14, 17, 18, 19, 20, 24, 25, 26, 28, 29, 30, 31, 32, 33, 36, 37, 38<br/>Level 1, Module 3, Lessons 14, 15, 16, 17, 18, 21, 22, 23, 26, 27, 31, 32, 33, 34, 38<br/>Level 1, Module 4, Lessons 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 30, 31, 32, 33, 37, 38, 39</p> |

## Writing

### Modes and Purposes for Writing

| Virginia Standards   | Aligned Components of <i>Arts &amp; Letters</i>  |
|--|--|
| <p><b>1.W.1.A</b><br/>Use a combination of drawing, dictating, and writing to recount two or more sequenced events or experiences and include details about the events and characters.</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<br/>Level 1, Module 4, Lessons 16, 17, 18, 19, 23, 24, 25, 26, 27</p>     |
| <p><b>1.W.1.B</b><br/>Use a combination of drawing, dictating, and writing to compose informative/expository texts that name a topic and supply some facts about the topic.</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>1.W.1.C</b><br/>Use a combination of drawing, dictating, and writing to compose opinion pieces that state an opinion and supply a reason for the opinion.</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<br/>Level 1, Module 4, Lessons 29, 30, 31, 32, 33, 36, 37, 38, 39</p> |

| Virginia Standards  | Aligned Components of <i>Arts &amp; Letters</i>  |
|---|--|
| <p><b>1.W.1.D</b></p> <p>Use a combination of drawing, dictating, and writing about text(s) read or heard in which students share their thinking with a couple of supporting details from the text.</p> | <p>Level 1, Module 1, Lessons 3, 4, 9, 13, 14, 18, 25, 31</p> <p>Level 1, Module 2, Lessons 4, 8, 10, 14, 18, 19, 20, 25, 26, 31</p> <p>Level 1, Module 3, Lessons 9, 16</p> <p>Level 1, Module 4, Lessons 7, 10, 30, 33</p> |

## Writing

### Organization and Composition

| Virginia Standards  | Aligned Components of <i>Arts &amp; Letters</i>   |
|---|---|
| <p><b>1.W.2.A</b></p> <p>With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:</p> | <p>Level 1, Module 2, Lessons 15, 17, 19, 20, 26, 32, 37</p> <p>Level 1, Module 3, Lessons 17, 22, 23, 33</p> <p>Level 1, Module 4, Lessons 32, 39</p>  |
| <p><b>1.W.2.A.i</b></p> <p>Identifying the audience and purpose of the writing (e.g., letters, stories, journals, etc.).</p>  | <p>Arts and Letters addresses identifying the audience in grade level 3.</p> <p>Level 3, Module 1, Lessons 8, 9, 12, 13, 14, 15, 16, 17, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 36, 37, 38</p> <p>Level 3, Module 2, Lessons 8, 9, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 3, Module 3, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 16, 20, 21, 23, 24, 26, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 3, Module 4, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 17, 26, 28, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 1, Module 2, Lessons 17, 19</p> |
| <p><b>1.W.2.A.ii</b></p> <p>Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.</p>          | <p>Level 1, Module 2, Lessons 15, 20, 26, 32, 37</p> <p>Level 1, Module 3, Lessons 17, 22, 23, 33</p> <p>Level 1, Module 4, Lessons 32, 39</p>  |

## Writing

### Usage and Mechanics

| Virginia Standards  | Aligned Components of <i>Arts &amp; Letters</i>   |
|---|---|
| <p><b>1.W.3.A</b></p> <p>With guidance and support from adults, edit writing for conventions (e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations).</p> | <p>Level 1, Module 1, Lessons 16, 21, 29, 30, 32, 38</p> <p>Level 1, Module 2, Lessons 15, 21, 27, 33, 38</p> <p>Level 1, Module 3, Lessons 18, 27, 32, 34, 38</p> <p>Level 1, Module 4, Lessons 13, 19, 33, 38, 39</p> |

## Language Usage

### Grammar

| Virginia Standards  | Aligned Components of <i>Arts &amp; Letters</i>  |
|---|--|
| <p><b>1.LU.1.A</b></p> <p>Produce and expand simple sentences, including a noun, verb, and adjective.</p> | <p>Level 1, Module 1, Lessons 5, 10, 14, 15, 18, 19, 20, 26, 27, 28, 31, 32, 36</p> <p>Level 1, Module 2, Lessons 6, 8, 11, 12, 14, 15, 16, 17, 19, 20, 21, 24, 26, 28, 29, 31, 32, 33, 37, 38</p> <p>Level 1, Module 3, Lessons 2, 3, 5, 6, 7, 8, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 28, 30, 31, 32, 33, 34, 38</p> <p>Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 8, 11, 12, 13, 14, 15, 17, 18, 19, 22, 24, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> |
| <p><b>1.LU.1.B</b></p> <p>Form regular plural nouns orally by adding ‚Äôs’ or ‚Äöes’ sound.</p>           | <p><i>Arts &amp; Letters</i> addresses this standard in grade level K.</p> <p>Kindergarten, Module 2, Lessons 6, 8, 16</p>   |
| <p><b>1.LU.1.C</b></p> <p>Use personal and possessive pronouns to represent nouns.</p>                    | <p>Level 1, Module 2, Lessons 27, 32, 37, 38</p> <p>Level 1, Module 4, Lessons 14, 15</p>  |

| Virginia Standards  | Aligned Components of Arts & Letters   |
|---|--|
| <p><b>1.LU.1.D</b><br/>Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).</p> | <p>Level 1, Module 3, Lessons 2, 22, 23, 31, 32, 33, 34<br/>Level 1, Module 4, Lessons 4, 5, 8, 11, 13, 15, 17, 24, 29, 31, 32, 36, 37, 39</p>   |
| <p><b>1.LU.1.E</b><br/>Form and use simple verb tenses (past, present, and future) for regular verbs.</p>                                     | <p>Level 1, Module 2, Lesson 11<br/>Level 1, Module 4, Lessons 22, 26, 27, 28, 32, 33, 38</p>  |
| <p><b>1.LU.1.F</b><br/>Use proper verb tense and correct subject-verb agreement.</p>  | <p>Level 1, Module 2, Lessons 21, 27, 33<br/>Level 1, Module 4, Lessons 27, 33</p>   |
| <p><b>1.LU.1.G</b><br/>Use articles correctly (e.g., a, an, the).</p>   | <p>Level 1, Module 2, Lessons 16, 17, 21</p>   |
| <p><b>1.LU.1.H</b><br/>Use interrogatives to ask questions in complete sentences (e.g., who, what, where, when, why, how).</p>                | <p>Level 1, Module 1, Lesson 29<br/>Level 1, Module 2, Lessons 12, 17, 24, 28, 29<br/>Level 1, Module 3, Lessons 2, 5, 7, 14, 24, 30<br/>Level 1, Module 4, Lessons 2, 8, 14, 17, 22, 28</p> |

## Language Usage

### Mechanics

| Virginia Standards   | Aligned Components of Arts & Letters  |
|--|---|
| <p><b>1.LU.2.A</b><br/>Capitalize the first word in a sentence, proper nouns, and the pronoun I.</p> | <p>Level 1, Module 1, Lessons 16, 29, 32, 38<br/>Level 1, Module 3, Lesson 16</p> |

|  |  |
|--|--|
| <p><b>1.LU.2.B</b><br/>Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).</p> | <p>Level 1, Module 1, Lessons 21, 29, 38<br/>Level 1, Module 3, Lessons 19, 34<br/>Level 1, Module 4, Lessons 19, 33, 38</p>   |
| <p><b>1.LU.2.C</b><br/>Use conventional spelling of words with commonly taught spelling patterns and for frequently occurring irregular words.</p>       | <p>Level 1, Module 1, Lessons 15, 19, 20, 27, 28, 31, 32, 37<br/>Level 1, Module 2, Lessons 14, 17, 18, 19, 20, 24, 25, 26, 28, 29, 30, 31, 32, 33, 36, 37, 38<br/>Level 1, Module 3, Lessons 14, 15, 16, 17, 18, 21, 22, 23, 26, 27, 31, 32, 33, 34, 38<br/>Level 1, Module 4, Lessons 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 30, 31, 32, 33, 37, 38, 39</p> |

## Communication and Multimodal Literacies

### Communication, Listening, and Collaboration

| Virginia Standards   | Aligned Components of <i>Arts &amp; Letters</i>   |
|--|---|
| <p><b>1.C.1.A</b><br/>Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:</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, 33, 36, 37, 38<br/>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<br/>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, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39<br/>Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> |

|   |  |
|---|--|
| <p><b>1.C.1.A.i</b><br/>Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).</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>1.C.1.A.ii</b><br/>Respectfully building on others' ideas and expressing their own clearly.</p>   | <p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32</p> <p>Level 1, Module 2, Lessons 15, 27, 32</p> <p>Level 1, Module 4, Lessons 25, 31</p>  |
| <p><b>1.C.1.A.iii</b><br/>Asking questions to seek help, get information, or clarify information for further understanding.</p>   | <p>Level 1, Module 4, Lessons 5, 17, 25, 31</p>  |
| <p><b>1.C.1.A.iv</b><br/>Expressing ideas and needs in complete sentences.</p>  | <p>Level 1, Module 1, Lessons 5, 10, 15, 19, 20, 27, 28, 31, 32, 33, 36, 37, 38</p> <p>Level 1, Module 2, Lessons 6, 16, 21, 27, 28, 33, 37, 38</p> <p>Level 1, Module 3, Lessons 5, 8, 14, 15, 16, 17, 20, 21, 22, 23, 26, 27, 28, 29, 32, 33, 37, 38, 39</p> <p>Level 1, Module 4, Lessons 5, 17, 18, 19, 25, 26, 30, 31, 32, 36, 37, 38, 39</p>   |

## Communication and Multimodal Literacies

### Speaking and Presentation of Ideas

| Virginia Standards  | Aligned Components of <i>Arts &amp; Letters</i>  |
|---|--|
| <p><b>1.C.2.A</b></p> <p>Describe people, places, things, and events with relevant details and using appropriate vocabulary.</p>  | <p>Level 1, Module 1, Lessons 5, 10, 15, 19, 20, 27, 28, 31, 32, 33, 36, 37, 38</p> <p>Level 1, Module 2, Lessons 5, 15, 20, 26, 27, 32, 36, 37</p> <p>Level 1, Module 3, Lessons 5, 14, 15, 16, 17, 20, 21, 22, 23, 26, 27, 28, 29, 32, 33, 37, 38, 39</p> <p>Level 1, Module 4, Lessons 5, 17, 18, 19, 25, 26, 30, 31, 32, 36, 37, 38, 39</p>  |
| <p><b>1.C.2.B</b></p> <p>Speak audibly with appropriate pacing, prosody, and voice level.</p>   | <p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32, 36</p> <p>Level 1, Module 2, Lessons 5, 15, 27, 32, 36, 38</p> <p>Level 1, Module 3, Lessons 6, 9, 18, 23, 28, 29, 30, 34, 38, 39, 40</p> <p>Level 1, Module 4, Lessons 5, 17, 25, 31, 36, 39</p>   |
| <p><b>1.C.2.C</b></p> <p>Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.</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, 38</p> <p>Level 1, Module 2, Lessons 2, 4, 5, 6, 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, 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, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> |

|   |  |
|---|--|
| <p><b>1.C.2.D</b></p> <p>Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next, and last events in a story.</p> | <p><i>Arts &amp; Letters</i> partially addresses this standard; the program does not explicitly address retell, creating, and dictating poems.</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, 33, 36, 37, 38</p> <p>Level 1, Module 2, Lesson 13</p> <p>Level 1, Module 3, Lesson 20</p> <p>Level 1, Module 4, Lessons 16, 17, 18, 19, 23, 24, 25, 26, 27</p> |
|---|--|

## Communication and Multimodal Literacies

### Integrating Multimodal Literacies

| Virginia Standards  | Aligned Components of <i>Arts &amp; Letters</i> |
|---|---|
| <p><b>**Standards related to Integrating Multimodal Literacies are introduced in Grade Two.</b></p> |   |

## Communication and Multimodal Literacies

### Examining Media Messages

| Virginia Standards  | Aligned Components of <i>Arts &amp; Letters</i> |
|---|---|
| <p><b>**Standards related to Examining Media Messages are introduced in Grade Four.</b></p> |   |

**Research****Evaluation and Synthesis of Information**

| <b>Virginia Standards</b>   | <b>Aligned Components of <i>Arts &amp; Letters</i></b>  |
|---|---|
| <p><b>1.R.1.A</b></p> <p>With prompting and support, generate research questions related to a given topic.</p>                            | <p><i>Arts &amp; Letters</i> addresses this standard in grade level 3.</p> <p>Level 3, Module 4, Lesson 26</p>  |
| <p><b>1.R.1.B</b></p> <p>Locate and collect information related to the given topic from pictures, texts, people, or provided sources.</p> | <p>Level 1, Module 2, Lessons 13, 18, 25, 29, 30, 36</p> <p>Level 1, Module 3, Lessons 14, 20, 24, 25, 29, 30</p>   |
| <p><b>1.R.1.C</b></p> <p>Use templates to organize the information collected (e.g., charts, graphs).</p>                                  | <p>Level 1, Module 2, Lessons 13, 18, 25, 29, 30, 36</p> <p>Level 1, Module 3, Lessons 15, 20, 24, 25, 29, 30</p>   |
| <p><b>1.R.1.D</b></p> <p>Use drawing, writing, or dictation to record facts and information collected from research.</p>                  | <p>Level 1, Module 2, Lessons 13, 18, 19, 20, 25, 29, 30, 32, 36, 37</p> <p>Level 1, Module 3, Lessons 11, 15, 17, 23, 24, 25, 29, 30, 32, 33, 37</p>     |
| <p><b>1.R.1.E</b></p> <p>In small or large group settings, informally share recorded information collected from research.</p>             | <p>Level 1, Module 2, Lessons 13, 14, 18, 20, 25, 26, 29, 30, 32, 37, 38</p> <p>Level 1, Module 3, Lessons 14, 17, 21, 23, 24, 25, 27, 28, 30, 33, 40</p> |