





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 & Letters</i> |
|--|---|
| <p>2.FFR.2.A</p> <p>Isolate sounds in four and five phoneme words.</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>2.FFR.2.B</p> <p>Demonstrate the ability to blend 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 & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |
| <p>2.FFR.2.C</p> <p>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 & 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 & Letters</i> |
|---|---|
| <p>2.FFR.3.A</p> <p>Decode and encode words with short vowels to include blends, digraphs, and trigraphs in closed syllables (CVCC, CCVC, CVCC, CCVCC, and CCVCCC) and open syllables (CV, CCV).</p> | <p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|---|---|
| <p>2.FFR.3.B Decode and encode words with vowel teams and r-controlled vowels.</p> | <p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |
| <p>2.FFR.3.C Use knowledge of syllabication and syllable types to decode words.</p> | <p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |
| <p>2.FFR.3.D Use knowledge of affixes (e.g., suffixes, prefixes) to decode words.</p> | <p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |
| <p>2.FFR.3.E Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.</p> | <p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |

Developing Skilled Readers and Building Reading Stamina

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|--|--|
| <p>2.DSR.A Read a variety of grade-level text 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>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 37, 38 Level 2, Module 2, Lessons 8, 9, 10, 11, 15, 35, 36, 37 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 8, 11, 35, 36 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 26, 37</p> |
| <p>2.DSR.B Proficiently read and comprehend texts from a variety of literary forms that exhibit complexity at the lower range of the grades 2-3 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).</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, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 37, 38 Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34 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> |

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|---|---|
| | 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>2.DSR.C</p> <p>When responding to text through discussion and/or writing, draw several pieces of evidence from read-alouds and grade-level texts 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 2, 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 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, 27, 28, 29, 30, 31</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31</p> <p>Level 2, 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>2.DSR.D</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 2, 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 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, 27, 28, 29, 30, 31, 34</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> |
| <p>2.DSR.E</p> <p>(Reading Strategies, 3-12): Introduced in Grade Three.</p> | |

Reading and Vocabulary

Vocabulary Development and Word Analysis

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|------------------------|--|
| <p>2.RV.1.A</p> | <p>Level 2, Module 1, Lessons 3, 4, 9, 15, 29, 31</p> <p>Level 2, Module 2, Lessons 2, 3, 10, 11, 16, 18, 21, 24, 29</p> |

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>Discuss meanings of new words or phrases acquired through conversations and literature.</p> | <p>Level 2, Module 3, Lessons 3, 4, 5, 6, 9, 10, 11, 13, 16, 18, 22, 23, 27, 28 Level 2, Module 4, Lessons 4, 7, 8, 11, 13, 16, 17, 22, 23, 24, 25, 26, 32</p> |
| <p>2.RV.1.B Use vocabulary across content areas.</p> | <p>Level 2, Module 1, Lessons 8, 19, 25, 26, 28, 31, 37 Level 2, Module 2, Lessons 11, 12, 19, 24, 26 Level 2, Module 3, Lessons 5, 6, 7, 10, 12, 13, 16, 17, 18, 23, 24, 25, 30, 34 Level 2, Module 4, Lessons 8, 11, 17, 18, 29, 30, 32, 36</p> |
| <p>2.RV.1.C Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g., -s, -ing, -ed).</p> | <p>Level 2, Module 1, Lesson 9 Level 2, Module 2, Lessons 3, 21, 24 Level 2, Module 3, Lessons 3, 13, 18, 22 Level 2, Module 4, Lessons 17, 22, 23, 25, 32</p> |
| <p>2.RV.1.D Use the context of a sentence to apply knowledge of homophones.</p> | <p><i>Arts & Letters</i> does not address this standard.</p> |
| <p>2.RV.1.E Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.</p> | <p><i>Arts & Letters</i> addresses synonyms and antonyms in grade level 4. Level 4, Module 1, Lesson 24 Level 4, Module 3, Lessons 12, 25 Level 4, Module 4, Lesson 18 Level 2, Module 1, Lesson 9 Level 2, Module 2, Lessons 3, 21, 24 Level 2, Module 3, Lessons 3, 13, 18, 22 Level 2, Module 4, Lessons 17, 22, 23, 25, 32</p> |

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| <p>2.RV.1.F Distinguish shades of meaning among verbs and adjectives.</p> | <p>Level 2, Module 2, Lesson 23 Level 2, Module 4, Lessons 7, 9, 16</p> |
| <p>2.RV.1.G Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.</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, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36 Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34 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 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> |
| <p>2.RV.1.H Use newly learned words and phrases in discussions and speaking activities.</p> | <p>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, 18, 31, 36</p> |

Reading Literary Text

Key Ideas and Plot Details

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|---|---|
| <p>2.RL.1.A Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.</p> | <p>Level 2, Module 1, Lessons 5, 8, 10, 18, 20, 30, 32, 36 Level 2, Module 2, Lessons 23, 28, 30, 34 Level 2, Module 3, Lessons 17, 34 Level 2, Module 4, Lessons 3, 5, 8, 10, 13, 16, 18, 36</p> |
| <p>2.RL.1.B Identify a story's central conflict using events from the plot as evidence.</p> | <p>Level 2, Module 1, Lesson 18 Level 2, Module 3, Lessons 15, 17 Level 2, Module 4, Lessons 13, 16</p> |

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>2.RL.1.C Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.</p> | <p>Level 2, Module 1, Lessons 9, 18, 19, 20, 30, 31, 32 Level 2, Module 2, Lessons 23, 29, 30 Level 2, Module 3, Lessons 15, 16, 17 Level 2, Module 4, Lessons 3, 4, 5, 8, 10, 13, 16, 17</p> |
| <p>2.RL.1.D Generate predictions about story characters and events using the text.</p> | <p><i>Arts & Letters</i> does not address this standard.</p> |

Reading Literary Text

Craft and Style

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>**Standards that address Craft and Style begin in Grade Three.</p> | |

Reading Literary Text

Integration of Concepts

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>2.RL.3.A Set a purpose for reading by providing guiding questions, activating prior (experience) and background (content) knowledge.</p> | <p>Level 2, Module 1, Lessons 2, 17, 26, 29 Level 2, Module 2, Lessons 2, 8, 15, 20, 22, 27, 29, 31 Level 2, Module 3, Lesson 14 Level 2, Module 4, Lessons 2, 7, 11, 12, 15, 17</p> |
| <p>2.RL.3.B Recognize dialogue in text and explain how it can reveal characters' thoughts and perspectives.</p> | <p>Level 2, Module 3, Lesson 16 Level 2, Module 4, Lessons 8, 17</p> |

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|--|---|
| <p>2.RL.3.C</p> <p>Compare and contrast characters, settings, and plots in two versions of the same story from different cultures (e.g., Cinderella stories).</p> | <p>Level 2, Module 4, Lessons 11, 18, 19</p> |

Reading Informational Text

Key Ideas and Confirming Details

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|--|---|
| <p>2.RI.1.A</p> <p>Ask and answer literal and inferential questions (who, what, where, when, how, and why) about key details in a text.</p> | <p>Level 2, Module 1, Lessons 6, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 33, 36</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, 24, 25, 26, 27, 28, 31, 34</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 16, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34</p> <p>Level 2, Module 4, Lessons 6, 11, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> |
| <p>2.RI.1.B</p> <p>Retell key details of texts that demonstrate an understanding of the main topics of texts.</p> | <p>Level 2, Module 2, Lessons 3, 17, 23</p> <p>Level 2, Module 3, Lessons 22, 27</p> |
| <p>2.RI.1.C</p> <p>Differentiate facts from opinions within a text.</p> | <p><i>Arts & Letters</i> does not address this standard.</p> |

Reading Informational Text**Craft and Style**

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|---|---|
| <p>2.RI.2.A</p> <p>Use text features (table of contents, headings, pictures, captions, maps, and charts) to preview, set a purpose for reading and gain information.</p> | <p>Level 2, Module 1, Lessons 25, 26</p> <p>Level 2, Module 2, Lessons 4, 5, 7, 9, 10, 27, 31</p> <p>Level 2, Module 3, Lessons 28, 30</p> <p>Level 2, Module 4, Lessons 23, 24, 26, 29, 30, 32</p> |
| <p>2.RI.2.B</p> <p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> | <p>Level 2, Module 2, Lesson 18</p> <p>Level 2, Module 3, Lessons 3, 7, 12</p> <p>Level 2, Module 4, Lessons 29, 31, 33</p> |

Reading Informational Text**Integration of Concepts**

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|--|---|
| <p>2.RI.3.A</p> <p>Use prior (experience) and background (content) knowledge as context for new learning.</p> | <p>Level 2, Module 1, Lesson 7</p> <p>Level 2, Module 2, Lesson 22</p> <p>Level 2, Module 3, Lessons 3, 6</p> |
| <p>2.RI.3.B</p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p> | <p>Level 2, Module 2, Lessons 19, 26</p> <p>Level 2, Module 3, Lessons 4, 7, 31</p> <p>Level 2, Module 4, Lesson 33</p> |
| <p>2.RI.3.C</p> <p>Describe the interactions between two individuals, events, ideas, or pieces of information in texts.</p> | <p>Level 2, Module 2, Lessons 3, 4, 24</p> <p>Level 2, Module 3, Lessons 3, 4, 5, 22, 24, 27, 29, 30</p> <p>Level 2, Module 4, Lessons 23, 24, 29, 33</p> |

Foundations for Writing

Handwriting

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>2.FFW.1.A Maintain legible printing and begin to make the transition to cursive.</p> | <i>Arts & Letters</i> does not address this standard. |
| <p>2.FFW.1.B Begin to write capital and lowercase letters of the alphabet in cursive.</p> | <i>Arts & Letters</i> does not address this standard. |
| <p>2.FFW.1.C Begin to sign his/her first and last names.</p> | <i>Arts & Letters</i> does not address this standard. |

Foundations for Writing

Spelling

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|---|--|
| <p>2.FFW.2.A Use phoneme-grapheme (sound/symbol correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce), vowel teams, and r-controlled vowels.</p> | <p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address knowing and using phoneme-grapheme correspondence to encode words with vowel teams.</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>2.FFW.2.B Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) multisyllabic words.</p> | <p>Level 2, Module 1, Lesson 31 Level 2, Module 3, Lessons 18, 24</p> |

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| <p>2.FFW.2.C Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.</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> |
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Writing

Modes and Purposes for Writing

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|---|---|
| <p>2.W.1.A Write narratives that recount a well-elaborated event or short sequence of events and include details about the events and characters and use of time-related words to signal the event sequence.</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>2.W.1.B Write informative/explanatory texts that introduce a topic and develop the ideas with facts and examples.</p> | <p>Level 2, Module 2, Lessons 11, 12, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 35, 36, 37 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>2.W.1.C Write opinion pieces on topics or texts that support a point of view with reasons.</p> | <p>Level 2, Module 4, Lessons 11, 12, 13, 14, 16, 17, 18, 19, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33</p> |
| <p>2.W.1.D Write in response to text(s) read or heard to share thinking with a couple supporting details from the text.</p> | <p>Level 2, Module 2, Lessons 4, 5, 9, 11, 16, 18, 21, 24 Level 2, Module 3, Lessons 5, 6, 9, 10, 16, 23, 28 Level 2, Module 4, Lessons 4, 16, 17, 24</p> |

Writing**Organization and Composition**

| Virginia Standards | Aligned Components of Arts & Letters |
|--|---|
| <p>2.W.2.A Engage in writing as a process to plan writing based on purpose and genre. This includes:</p> | <p>Level 2, Module 1, Lessons 13, 17 Level 2, Module 2, Lessons 11, 12, 17, 18, 19, 23, 24, 26, 27, 28, 29, 30, 35, 36 Level 2, Module 3, Lessons 9, 10, 11, 12, 16, 17, 18, 22, 23, 24, 27, 28, 34, 35 Level 2, Module 4, Lessons 11, 13, 14, 16, 17, 18, 23, 24, 25, 29, 30, 31, 32</p> |
| <p>2.W.2.A.i Writing a clear topic sentence focusing on the main idea.</p> | <p>Level 2, Module 2, Lessons 17, 19, 24, 26, 29, 30, 36 Level 2, Module 3, Lessons 10, 11, 17, 18, 23, 24, 34, 35 Level 2, Module 4, Lessons 13, 14, 16, 18, 23, 25, 30, 32</p> |
| <p>2.W.2.A.ii Identifying the audience and purpose of the writing.</p> | <p>Level 2, Module 1, Lessons 13, 17</p> |
| <p>2.W.2.A.iii Developing, selecting, and organizing ideas and details relevant to the topic, purpose, and genre.</p> | <p>Level 2, Module 2, Lessons 11, 12, 23, 27, 28, 35 Level 2, Module 3, Lessons 9, 16, 17, 22, 23, 27, 34, 35 Level 2, Module 4, Lessons 11, 13, 14, 16, 17, 23, 24, 29, 30, 31</p> |
| <p>2.W.2.A.iv Providing a concluding statement or section.</p> | <p>Level 2, Module 2, Lessons 18, 19, 29, 30, 36 Level 2, Module 3, Lessons 10, 11, 12, 17, 18, 23, 24, 28, 34, 35 Level 2, Module 4, Lessons 14, 18, 31, 32</p> |

Writing**Usage and Mechanics**

| Virginia Standards | Aligned Components of Arts & Letters |
|---|---|
| <p>2.W.3.A</p> <p>With guidance and support from adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.</p> | <p>Level 2, Module 1, Lessons 28, 33</p> <p>Level 2, Module 3, Lesson 12</p> <p>Level 2, Module 4, Lesson 33</p> |
| <p>2.W.3.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 2, Module 1, Lessons 21, 38</p> <p>Level 2, Module 2, Lessons 20, 26, 31, 37</p> <p>Level 2, Module 3, Lessons 13, 25, 36</p> <p>Level 2, Module 4, Lessons 14, 19, 26, 37</p> |

Language Usage**Grammar**

| Virginia Standards | Aligned Components of Arts & Letters |
|--|---|
| <p>2.LU.1.A</p> <p>Produce and expand complete sentences, both simple and compound.</p> | <p>Level 2, Module 1, Lessons 11, 12, 13, 14, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 7, 12, 15, 17, 19, 21, 22, 26, 31</p> <p>Level 2, Module 3, Lessons 6, 7, 8, 11, 13, 18, 25, 30, 35</p> <p>Level 2, Module 4, Lessons 6, 9, 11, 16, 19, 27, 28, 32</p> |
| <p>2.LU.1.B</p> <p>Use indefinite (e.g., anybody, anything) reflexive (e.g., yourself, herself) pronouns.</p> | <p>Level 2, Module 3, Lessons 11, 25</p> |
| <p>2.LU.1.C</p> <p>Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth).</p> | <p>Level 2, Module 2, Lessons 16, 19, 20, 26, 30, 31, 36, 37</p> |

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>2.LU.1.D Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because).</p> | <p>Level 2, Module 3, Lessons 7, 13, 18, 25, 30 Level 2, Module 4, Lessons 17, 19, 25, 26</p> |
| <p>2.LU.1.E Use proper verb tense, including for frequently occurring irregular verbs (e.g., ran, told, went).</p> | <p>Level 2, Module 2, Lessons 20, 22, 26, 36, 37</p> |
| <p>2.LU.1.F Use subject-verb agreement in simple sentences.</p> | <p><i>Arts & Letters</i> addresses this standard in grade level 3. Level 3, Module 4, Lessons 24, 29, 31, 33</p> |
| <p>2.LU.1.G Use common abbreviations.</p> | <p><i>Arts & Letters</i> does not address this standard.</p> |
| <p>2.LU.1.H Use contractions and singular possessives.</p> | <p>Level 2, Module 3, Lesson 21 Level 2, Module 4, Lesson 15</p> |
| <p>2.LU.1.I Eliminate double negatives when speaking.</p> | <p><i>Arts & Letters</i> does not address this standard.</p> |

Language Usage

Mechanics

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|---|---|
| <p>2.LU.2.A Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).</p> | <p>Level 2, Module 1, Lessons 21, 28</p> |

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|---|--|
| <p>2.LU.2.B Use commas in salutation and closing of a letter.</p> | <p>Level 2, Module 4, Lessons 12, 14</p> |
| <p>2.LU.2.C Generalize learned spelling patterns when writing words.</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> |

Communication and Multimodal Literacies

Communication, Listening, and Collaboration

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|--|---|
| <p>2.C.1.A Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:</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 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 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 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>2.C.1.A.i Listening actively and following agreed upon rules for participating in discussions.</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 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 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 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> |

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|--|---|
| <p>2.C.1.A.ii Respectfully building on others' ideas and expressing their own clearly.</p> | <p>Level 2, Module 1, Lessons 5, 10, 20, 32 Level 2, Module 2, Lessons 25, 30 Level 2, Module 3, Lessons 17, 24, 29</p> |
| <p>2.C.1.A.iii Asking and responding to questions that acquire or confirm information on a topic.</p> | <p>Level 2, Module 1, Lesson 20 Level 2, Module 4, Lessons 5, 10, 31</p> |
| <p>2.C.1.A.iv Demonstrating active engagement when listening to a speaker and asking for clarification to ensure understanding.</p> | <p>Level 2, Module 4, Lessons 5, 10, 31, 36</p> |

Communication and Multimodal Literacies

Speaking and Presentation of Ideas

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|--|---|
| <p>2.C.2.A Use topic specific language and vocabulary to communicate ideas.</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, 29, 30, 31, 34, 35 Level 2, Module 4, Lessons 5, 10, 14, 18, 24, 25, 27, 30, 31, 32, 36, 38</p> |
| <p>2.C.2.A.i Speak audibly with appropriate pacing, prosody, and voice level.</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, 29, 30, 31, 34, 35 Level 2, Module 4, Lessons 5, 10, 14, 18, 24, 25, 27, 30, 31, 32, 36, 38</p> |

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| <p>2.C.2.A.ii Engage the audience by asking and/or responding to questions.</p> | <p>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, 18, 31, 36, 38</p> |
| <p>2.C.2.B Create and participate in oral language activities that include oral storytelling and dramatics.</p> | <p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38 Level 2, Module 2, Lessons 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, 36, 37 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 16, 17, 18, 21, 23, 24, 25, 27, 28, 29, 30, 31 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> |
| <p>2.C.2.C Retell information in an organized manner, focused on a key topic or experience.</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, 29, 30, 31, 34, 35 Level 2, Module 4, Lessons 5, 10, 14, 18, 24, 25, 27, 30, 31, 32, 36, 38</p> |

Communication and Multimodal Literacies

Integrating Multimodal Literacies

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|---|--|
| <p>2.C.3.A Create a simple presentation using multimodal tools that enhance the topic or presentation.</p> | <p>Level 2, Module 3, Lessons 26, 27, 28, 29</p> |

Communication and Multimodal Literacies**Examining Media Messages**

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

Research**Evaluation and Synthesis of Information**

| Virginia Standards | Aligned Components of <i>Arts & Letters</i> |
|--|---|
| 2.R.1.A Identify a topic and generate questions to explore the topic. | <i>Arts & Letters</i> addresses this standard in grade level 3. Level 3, Module 4, Lesson 26 |
| 2.R.1.B Locate information in reference texts, electronic resources, interviews, or provided sources. | Level 2, Module 2, Lessons 27, 28 Level 2, Module 3, Lesson 27 |
| 2.R.1.C Use templates to organize the information collected (e.g., charts, graphs). | Level 2, Module 2, Lessons 27, 28, 29 Level 2, Module 3, Lessons 27, 28, 29 |
| 2.R.1.D Record information on sources using own words, organizing evidence into provided categories. | Level 2, Module 2, Lessons 27, 28, 29 Level 2, Module 3, Lessons 27, 28, 29 |
| 2.R.1.E Share information orally in writing, or through visual display, avoiding plagiarism and using own words. | Level 2, Module 3, Lessons 30, 31, 36 |