





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

**Phonics and Word Analysis:** The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.FFR.3.A</b> Use knowledge of syllabication and syllable types to decode and encode words.</p>	<p>Level 5, Module 1, Lessons 2, 3, 4, 5, 6, 8, 10, 11, 12, 14, 18, 19, 20, 22, 25, 26, 29, 30, 35</p> <p>Level 5, Module 2, Lessons 2, 3, 4, 8, 9, 10, 11, 14, 18, 22, 23, 26, 35</p> <p>Level 5, Module 3, Lessons 2, 4, 5, 6, 8, 9, 12, 13, 14, 16, 18, 20, 24, 25, 26, 31, 35</p> <p>Level 5, Module 4, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 14, 25</p>
<p><b>5.FFR.3.B</b> Use knowledge of morphology (suffixes, prefixes, root/base) to decode words.</p>	<p>Level 5, Module 1, Lessons 2, 3, 4, 5, 6, 8, 10, 11, 12, 14, 18, 19, 20, 22, 25, 26, 29, 30, 35</p> <p>Level 5, Module 3, Lessons 2, 4, 5, 6, 8, 9, 12, 13, 14, 16, 18, 20, 24, 25, 26, 31, 35</p> <p>Level 5, Module 4, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 14, 25</p>
<p><b>5.FFR.3.C</b> Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.</p>	<p>Level 5, Module 1, Lessons 2, 3, 4, 5, 6</p> <p>Level 5, Module 2, Lessons 2, 3, 4, 5, 6</p> <p>Level 5, Module 3, Lessons 2, 3, 4, 5, 6, 39</p> <p>Level 5, Module 4, Lessons 2, 3, 4, 5, 7, 25</p>

**Developing Skilled Readers and Building Reading Stamina**

<b>Virginia Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>5.DSR.A</b></p> <p>Read a variety of grade-level complex 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>Level 5, Module 1, Lessons 2, 3, 4, 5, 6</p> <p>Level 5, Module 2, Lessons 2, 3, 4, 5, 6</p> <p>Level 5, Module 3, Lessons 2, 3, 4, 5, 6, 39</p> <p>Level 5, Module 4, Lessons 2, 3, 4, 5, 7, 25</p>
<p><b>5.DSR.B</b></p> <p>Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 4-5 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).</p>	<p>Level 5, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37</p> <p>Level 5, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 5, Module 3, Lessons 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, 32, 33, 35, 36, 37, 39</p> <p>Level 5, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 39</p>
<p><b>5.DSR.C</b></p> <p>When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences from texts, including quoting or paraphrasing accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</p>	<p>Level 5, Module 1, 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, 32, 33, 36, 37, 38, 39</p> <p>Level 5, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 5, 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, 32, 33</p> <p>Level 5, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 35, 36, 37, 38, 39</p>

<p><b>5.DSR.D</b></p> <p>Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary K-12).</p>	<p>Level 5, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37</p> <p>Level 5, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 5, Module 3, Lessons 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, 32, 33, 35, 36, 37, 39</p> <p>Level 5, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 39</p>
<p><b>5.DSR.E</b></p> <p>Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).</p>	<p>Level 5, Module 1, Lessons 3, 4, 9, 10, 16, 17, 18, 19, 20, 21, 22, 26, 27, 28, 29, 30, 31</p> <p>Level 5, Module 2, Lessons 3, 4, 8, 9, 11, 12, 13, 14, 15, 19, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31</p> <p>Level 5, Module 3, Lessons 3, 4, 8, 9, 10, 11, 12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31</p> <p>Level 5, Module 4, Lessons 3, 4, 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 21, 22, 26, 27, 28</p>

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

<b>Virginia Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>5.RV.1.A</b></p> <p>Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.</p>	<p>Level 5, Module 1, 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, 32, 33, 36, 37, 38, 39</p> <p>Level 5, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Level 5, 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, 32, 33</p> <p>Level 5, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 35, 36, 37, 38, 39</p>
<p><b>5.RV.1.B</b></p> <p>Discuss meanings of complex words and phrases acquired through conversations and literature.</p>	<p>Level 5, Module 1, Lessons 3, 4, 5, 6, 8, 10, 11, 12, 18, 19, 20, 22, 25, 26, 29, 30, 35</p> <p>Level 5, Module 2, Lessons 2, 3, 4, 8, 9, 10, 11, 14, 20, 22, 23, 26, 27</p> <p>Level 5, Module 3, Lessons 4, 5, 8, 9, 12, 13, 14, 16, 18, 20, 24, 25, 26, 31, 35</p> <p>Level 5, Module 4, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 14, 25</p>
<p><b>5.RV.1.C</b></p> <p>Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g., -s, -ing, -ed).</p>	<p>Level 5, Module 1, Lessons 5, 11, 14, 25, 31, 35</p> <p>Level 5, Module 2, Lessons 3, 18, 21, 35</p> <p>Level 5, Module 3, Lessons 3, 9, 10, 20, 22, 25, 28, 31, 35</p> <p>Level 5, Module 4, Lessons 5, 10, 11, 17, 32</p>
<p><b>5.RV.1.D</b></p> <p>Use the context of a sentence to apply knowledge of homophones.</p>	<p>Level 5, Module 4, Lessons 11, 12, 13</p>
<p><b>5.RV.1.E</b></p>	<p>Level 5, Module 1, Lessons 5, 11, 14, 25, 31, 35, 36</p> <p>Level 5, Module 2, Lessons 3, 18, 21, 35</p>

<b>Virginia Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.	Level 5, Module 3, Lessons 3, 9, 10, 20, 22, 25, 28, 31, 35 Level 5, Module 4, Lessons 5, 10, 11, 17, 26, 27, 32
<b>5.RV.1.F</b> Analyze the morphological relationships between words, including how Greek and Latin affixes and roots impact the meaning.	Level 5, Module 1, Lessons 5, 11, 14, 25, 31, 35 Level 5, Module 2, Lessons 3, 18, 21, 35 Level 5, Module 3, Lessons 3, 9, 10, 20, 22, 25, 28, 31, 35 Level 5, Module 4, Lessons 5, 10, 11, 17, 32
<b>5.RV.1.G</b> Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.	Level 5, Module 1, 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, 32, 33 Level 5, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36 Level 5, 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, 32, 33 Level 5, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 35, 36, 37, 38, 39
<b>5.RV.1.H</b> Distinguish shades of meaning among verbs and adjectives.	Level 5, Module 1, Lesson 3
<b>5.RV.1.I</b> Use strategies to infer word meanings.	Level 5, Module 1, Lessons 3, 5, 11, 14, 25, 31, 35 Level 5, Module 2, Lessons 3, 8, 9, 10, 14, 18, 21, 26, 35 Level 5, Module 3, Lessons 3, 8, 9, 10, 20, 22, 25, 28, 31, 35 Level 5, Module 4, Lessons 5, 10, 11, 17, 32
<b>5.RV.1.J</b> Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.	Level 5, Module 1, Lessons 15, 22 Level 5, Module 2, Lesson 2 Level 5, Module 4, Lessons 8, 17, 27

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.RV.1.K</b></p> <p>Use newly learned words and phrases in discussions and speaking activities.</p>	<p>Level 5, Module 1, Lessons 5, 11, 23, 32, 36</p> <p>Level 5, Module 2, Lessons 5, 24, 32, 36</p> <p>Level 5, Module 3, Lessons 5, 17, 32</p> <p>Level 5, Module 4, Lessons 5, 23, 29</p>

## Reading Literary Text

### Key Ideas and Plot Details

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.RL.1.A</b></p> <p>Summarize the story or play, including the overarching theme and lessons learned, and explain how they are developed or conveyed through specific details.</p>	<p>Level 5, Module 1, Lessons 3, 5, 16, 19, 20, 21, 23, 28, 30, 31, 32, 36</p> <p>Level 5, Module 2, Lessons 3, 5, 36</p> <p>Level 5, Module 3, Lessons 3, 5, 8, 13, 14, 17, 30, 32, 33, 36</p> <p>Level 5, Module 4, Lessons 3, 5, 10, 14, 21, 23, 26, 27, 29, 39</p>
<p><b>5.RL.1.B</b></p> <p>Describe plots in stories as a sequence of events that develops the central conflict and resolution, including initiating events, climax, and resolution.</p>	<p>Level 5, Module 1, Lessons 17, 19, 20, 23, 26, 27</p> <p>Level 5, Module 2, Lessons 3, 5</p> <p>Level 5, Module 3, Lessons 9, 12, 13, 15, 17, 21, 23, 24, 25, 27, 28, 31</p> <p>Level 5, Module 4, Lessons 9, 10, 13, 14, 15, 19, 20, 22, 23</p>
<p><b>5.RL.1.C</b></p> <p>Explain how events from the plot cause the character(s) to change or evolve and how the development of character(s) or settings impact the plot.</p>	<p>Level 5, Module 1, Lessons 20, 32</p> <p>Level 5, Module 2, Lessons 3, 5, 36</p> <p>Level 5, Module 3, Lessons 8, 13, 17, 28, 31, 32, 33</p> <p>Level 5, Module 4, Lessons 9, 10, 14, 18, 23</p>

## Reading Literary Text

### Craft and Style

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.RL.2.A</b></p> <p>Describe how an author develops a character through what characters say, think, do, and how other characters respond.</p>	<p>Level 5, Module 1, Lessons 19, 20, 26, 27</p> <p>Level 5, Module 2, Lesson 5</p> <p>Level 5, Module 3, Lessons 12, 15, 17, 21, 23, 24, 25, 27, 28</p> <p>Level 5, Module 4, Lessons 9, 13, 19, 22</p>
<p><b>5.RL.2.B</b></p> <p>Analyze the author's use of language (e.g., synonyms, figurative language, sensory words, dialogue, dialect) and their impact on understanding characters, setting, and plot events.</p>	<p>Level 5, Module 1, Lesson 22</p> <p>Level 5, Module 3, Lessons 24, 37</p> <p>Level 5, Module 4, Lessons 3, 5, 9, 20, 28</p>
<p><b>5.RL.2.C</b></p> <p>Analyze how the characteristics of a poem and the author's use of patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) impact meaning.</p>	<p>Level 5, Module 4, Lessons 3, 4</p>

**Reading Literary Text****Integration of Concepts**

<b>Virginia Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>5.RL.3.A</b></p> <p>Set a purpose for reading by activating prior (experience) and background (content) knowledge.</p>	<p>Level 5, Module 1, Lessons 2, 7, 15</p> <p>Level 5, Module 2, Lessons 2, 6</p> <p>Level 5, Module 3, Lesson 7</p> <p>Level 5, Module 4, Lessons 2, 8, 26, 27</p>
<p><b>5.RL.3.B</b></p> <p>Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narratives.</p>	<p>Level 5, Module 1, Lesson 31</p> <p>Level 5, Module 4, Lessons 4, 10, 12, 18, 22, 29</p>
<p><b>5.RL.3.C</b></p> <p>Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.</p>	<p>Level 5, Module 1, Lessons 6, 24, 25</p> <p>Level 5, Module 2, Lessons 11, 36</p> <p>Level 5, Module 4, Lesson 6</p>

**Reading Informational Text****Key Ideas and Confirming Details**

<b>Virginia Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>5.RI.1.A</b></p> <p>Summarize the main ideas of texts and specific paragraphs within them, including how they are developed through the details.</p>	<p>Level 5, Module 1, Lessons 9, 11, 36</p> <p>Level 5, Module 2, Lessons 8, 9, 13, 24, 30, 32, 36</p>
<p><b>5.RI.1.B</b></p> <p>Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened, how, and why.</p>	<p>Level 5, Module 2, Lessons 8, 9, 13, 30</p> <p>Level 5, Module 3, Lessons 3, 8, 13, 14, 30, 33</p>

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.RI.1.C</b></p> <p>Describe how an author uses reasons, evidence, and opinions to support points in a text, by identifying (and accurately quoting) which reasons and evidence support which point(s).</p>	<p>Level 5, Module 2, Lessons 12, 15, 27</p>

## Reading Informational Text

### Craft and Style

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.RI.2.A</b></p> <p>Describe the overall organization patterns of texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological) and how each successive part builds on earlier sections, using available transitional words and phrases.</p>	<p>Level 5, Module 1, Lesson 8            Level 5, Module 2, Lesson 31            Level 5, Module 4, Lesson 11</p>
<p><b>5.RI.2.B</b></p> <p>Examine text features and search tools in multiple print and digital sources to evaluate and gain meaning from the information found.</p>	<p>Level 5, Module 2, Lessons 8, 10, 13, 21            Level 5, Module 4, Lesson 26</p>
<p><b>5.RI.2.C</b></p> <p>Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of the text.</p>	<p>Level 5, Module 1, Lesson 9            Level 5, Module 2, Lesson 31</p>

**Reading Informational Text****Integration of Concepts**

<b>Virginia Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<b>5.RI.3.A</b> Use prior (experience) and background (content) knowledge as context for new learning.	Level 5, Module 1, Lessons 7, 8, 9, 15, 26 Level 5, Module 2, Lessons 7, 10, 11 Level 5, Module 4, Lesson 26
<b>5.RI.3.B</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Level 5, Module 1, Lesson 9 Level 5, Module 2, Lesson 31
<b>5.RI.3.C</b> Explain the relationships or interactions between two or more individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical texts, including what happened and why based on specific information in the text.	Level 5, Module 1, Lesson 8 Level 5, Module 2, Lessons 8, 9, 10, 11, 13, 14, 19, 20, 22, 23, 26, 28, 30, 32

**Foundations for Writing****Handwriting**

<b>Virginia Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<b>5.FFW.1.A</b> Maintain legible printing.	<i>Arts &amp; Letters</i> does not address this standard.
<b>5.FFW.1.B</b> Maintain legible cursive.	<i>Arts &amp; Letters</i> does not address this standard.
<b>5.FFW.1.C</b> Sign first and last name.	<i>Arts &amp; Letters</i> does not address this standard.

## Foundations for Writing

### Spelling

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.FFW.2.A</b></p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately.</p>	<p>Level 5, Module 1, Lessons 17, 22, 23, 31, 32, 38, 39</p> <p>Level 5, Module 2, Lessons 19, 20, 21, 27, 28, 29, 31, 37, 38</p> <p>Level 5, Module 3, Lessons 14, 22, 28, 37, 38</p>
<p><b>5.FFW.2.B</b></p> <p>Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.</p>	<p>Level 5, Module 1, Lessons 2, 3, 4, 5, 6, 8, 10, 11, 12, 14, 17, 18, 19, 20, 22, 23, 25, 26, 29, 30, 31, 32, 35, 38, 39</p> <p>Level 5, Module 2, Lessons 2, 3, 4, 8, 9, 10, 11, 14, 18, 19, 20, 21, 22, 23, 26, 27, 28, 29, 31, 35, 37, 38</p> <p>Level 5, Module 3, Lessons 2, 4, 5, 6, 8, 9, 12, 13, 14, 16, 18, 20, 24, 25, 26, 31, 35</p> <p>Level 5, Module 4, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 14, 25</p>

## Writing

### Modes and Purposes for Writing

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.W.1.A</b></p> <p>Write personal or fictional narratives in prose or poetic form that organize the writing around a central problem, conflict, or experience using descriptions or dialogue to develop the experience(s).</p>	<p>Level 5, Module 3, Lessons 11, 12, 13, 14, 15, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p><b>5.W.1.B</b></p> <p>Write expository texts to examine a topic and convey ideas that develop the focus with relevant facts, concrete details, and examples from multiple sources and are grouped logically.</p>	<p>Level 5, Module 1, Lessons 9, 15, 16, 17, 18, 19, 20, 21, 22, 23, 29, 30, 31, 32, 33, 36, 37, 38, 39</p>

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.W.1.C</b></p> <p>Write persuasive pieces on topics or texts, including media messages, supporting a clear perspective with adequate facts, reasons, and logically grouped information.</p>	<p>Level 5, Module 2, Lessons 7, 11, 12, 13, 14, 15, 16, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 31, 33, 36, 37, 38</p>
<p><b>5.W.1.D</b></p> <p>Write in response to texts read (including summaries, reflections, and descriptions) in which students demonstrate their thinking with details, examples, and other evidence from the text that are logically grouped.</p>	<p>Level 5, Module 1, Lessons 15, 16, 17, 30, 32, 36, 37, 38, 39</p> <p>Level 5, Module 2, Lessons 11, 14, 15, 19, 20, 21, 23, 25, 26, 27, 29, 31, 36, 37, 38</p>

## Writing

### Organization and Composition

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.W.2.A</b></p> <p>Engage in writing as a process to compose well-developed paragraphs. This includes:</p>	<p>Level 5, Module 1, Lessons 9, 15, 16, 17, 18, 22, 23, 30, 32, 33, 37, 38, 39</p> <p>Level 5, Module 2, Lessons 11, 12, 14, 15, 20, 21, 25, 26, 27, 28, 29, 31, 33, 36, 37, 38</p>
<p><b>5.W.2.A.i</b></p> <p>Introducing a clear topic sentence and logically organizing ideas and factual evidence to support the position in persuasive writing.</p>	<p>Level 5, Module 2, Lessons 20, 27, 37</p>
<p><b>5.W.2.A.ii</b></p> <p>Developing, selecting, and organizing ideas relevant to topic, purpose, and genre, using precise and descriptive language and tone-specific vocabulary to enhance the central idea, tone, and voice.</p>	<p>Level 5, Module 1, Lessons 15, 16, 17, 30, 32, 33, 37, 38, 39</p> <p>Level 5, Module 2, Lessons 11, 12, 14, 15, 25, 26, 33, 36</p>
<p><b>5.W.2.A.iii</b></p> <p>Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.</p>	<p>Level 5, Module 1, Lessons 9, 17, 18, 32, 38, 39</p> <p>Level 5, Module 2, Lessons 20, 21, 29, 31, 37, 38</p>

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.W.2.A.iv</b> Providing a concluding statement or section.</p>	<p>Level 5, Module 1, Lessons 22, 23, 32, 38, 39 Level 5, Module 2, Lessons 20, 21, 28, 29, 31, 37, 38</p>

## Writing

### Usage and Mechanics

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.W.3.A</b> With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and precise word choice.</p>	<p>Level 5, Module 1, Lessons 18, 23, 33, 39 Level 5, Module 2, Lessons 21, 29, 31, 38 Level 5, Module 3, Lessons 15, 23, 30, 38 Level 5, Module 4, Lessons 35, 37</p>
<p><b>5.W.3.B</b> Self- and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).</p>	<p>Level 5, Module 3, Lesson 15 Level 5, Module 4, Lessons 35, 37</p>

## Language Usage

### Grammar

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.LU.1.A</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>Level 5, Module 1, Lessons 6, 12, 24, 25, 28, 33 Level 5, Module 3, Lessons 6, 18, 33 Level 5, Module 4, Lessons 7, 14, 23, 24, 30, 34, 35</p>
<p><b>5.LU.1.B</b> Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 4. Level 4, Module 1, Lessons 22, 23, 25, 27, 28, 29, 33, 37, 38, 39 Level 4, Module 4, Lesson 10</p>

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.LU.1.C</b> Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.</p>	<p>Level 5, Module 1, Lessons 9, 12, 24, 25, 33 Level 5, Module 3, Lesson 30</p>
<p><b>5.LU.1.D</b> Recognize and correct inappropriate shifts in verb tense and number in writing.</p>	<p>Level 5, Module 4, Lesson 14</p>
<p><b>5.LU.1.E</b> Use standard subject-verb agreement when speaking and writing.</p>	<p>Level 5, Module 1, Lessons 6, 12, 16, 24, 25, 33 Level 5, Module 2, Lessons 6, 16, 25, 33 Level 5, Module 4, Lessons 6, 7, 24</p>

## Language Usage

### Mechanics

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.LU.2.A</b> Use commas correctly in compound sentences.</p>	<p>Level 5, Module 1, Lessons 24, 25, 33 Level 5, Module 2, Lessons 6, 16</p>
<p><b>5.LU.2.B</b> Use colons to separate hours and minutes and to introduce a list.</p>	<p><i>Arts &amp; Letters</i> does not address this standard.</p>
<p><b>5.LU.2.C</b> Use a hyphen to divide words at the end of a line in writing.</p>	<p><i>Arts &amp; Letters</i> does not address this standard.</p>
<p><b>5.LU.2.D</b></p>	<p>Level 5, Module 1, Lessons 3, 4, 5, 6, 8, 10, 11, 12, 17, 18, 19, 20, 22, 23, 25, 26, 29, 30, 31, 32, 35, 38, 39</p>

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
Use spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules) when pronouncing and writing words.	Level 5, Module 2, Lessons 2, 3, 4, 8, 9, 10, 11, 14, 19, 20, 21, 22, 23, 26, 27, 28, 29, 31, 37, 38 Level 5, Module 3, Lessons 4, 5, 8, 9, 12, 13, 14, 16, 18, 20, 22, 24, 25, 26, 28, 31, 35, 37, 38 Level 5, Module 4, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 14, 25
<b>5.LU.2.E</b> Consult reference materials to check and correct spelling.	Level 5, Module 1, Lessons 17, 22, 23, 31, 32, 38, 39 Level 5, Module 2, Lessons 19, 20, 21, 27, 28, 29, 31, 37, 38 Level 5, Module 3, Lessons 14, 22, 28, 37, 38

## Communication and Multimodal Literacies

### Communication, Listening, and Collaboration

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<b>5.C.1.A</b> Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:	Level 5, Module 1, Lessons 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, 31, 32, 33, 36 Level 5, Module 2, Lessons 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 39 Level 5, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37
<b>5.C.1.A.i</b> Listening actively and speaking using agreed-upon discussion rules.	Level 5, Module 2, Lessons 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 39 Level 5, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37
<b>5.C.1.A.ii</b> Respectfully demonstrating agreement or disagreement with others' ideas.	Level 5, Module 2, Lessons 24, 36 Level 5, Module 3, Lessons 17, 32

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.C.1.A.iii</b> Asking and answering relevant questions to build on others' ideas, clarify ideas, and acquire or confirm information.</p>	<p>Level 5, Module 1, Lessons 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, 31, 32, 33, 36</p> <p>Level 5, Module 2, Lessons 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 39</p> <p>Level 5, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37</p>
<p><b>5.C.1.A.iv</b> Summarizing the main ideas being discussed, using evidence, examples, and details to support opinions and conclusions.</p>	<p>Level 5, Module 1, Lessons 11, 36</p> <p>Level 5, Module 2, Lessons 24, 32, 36</p>
<p><b>5.C.1.B</b> Share responsibility for the learning based on assigned roles and/or task expectations.</p>	<p>Level 5, Module 1, Lessons 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, 31, 32, 33, 36</p> <p>Level 5, Module 2, Lessons 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 39</p> <p>Level 5, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37</p>

## Communication and Multimodal Literacies

### Speaking and Presentation of Ideas

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.C.2.A</b> Report orally on a topic or text or present an opinion in an organized manner. This includes:</p>	<p>Level 5, Module 1, Lessons 3, 5, 11, 12, 17, 19, 22, 23, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 5, Module 2, Lessons 5, 6, 15, 16, 19, 20, 24, 25, 26, 27, 28, 30, 32, 36, 37, 38, 39</p> <p>Level 5, Module 3, Lessons 5, 6, 13, 14, 17, 21, 29, 32, 36, 37</p> <p>Level 5, Module 4, Lessons 5, 23, 29, 33, 36, 37, 38, 39</p>

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.C.2.A.i</b></p> <p>Using content specific vocabulary, appropriate facts, and relevant descriptive details to support themes or central ideas.</p>	<p>Level 5, Module 1, Lessons 3, 5, 11, 12, 17, 19, 22, 23, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 5, Module 2, Lessons 5, 6, 15, 16, 19, 20, 24, 25, 26, 27, 28, 30, 32, 36, 37, 38, 39</p> <p>Level 5, Module 3, Lessons 5, 6, 13, 14, 17, 21, 29, 32, 36, 37</p> <p>Level 5, Module 4, Lessons 5, 23, 29, 37, 38, 39</p>
<p><b>5.C.2.A.ii</b></p> <p>Demonstrating appropriate speaking techniques (e.g., adequate volume and clear pronunciation) suitable to the audience, purpose, and situations.</p>	<p>Level 5, Module 1, Lessons 3, 5, 11, 12, 17, 19, 22, 23, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 5, Module 2, Lessons 5, 6, 15, 16, 19, 20, 24, 25, 26, 27, 28, 30, 32, 36, 37, 38, 39</p> <p>Level 5, Module 3, Lessons 5, 6, 13, 14, 17, 21, 29, 32, 36, 37</p> <p>Level 5, Module 4, Lessons 5, 23, 29, 37, 38, 39</p>
<p><b>5.C.2.A.iii</b></p> <p>Using facial expressions and gestures to support, accentuate, or dramatize the message during oral presentations.</p>	<p>Level 5, Module 4, Lessons 33, 36, 37, 38</p>
<p><b>5.C.2.A.iv</b></p> <p>Demonstrating awareness of and sensitivity to the appropriate use of words (e.g., avoiding stereotypes, multiple meanings of words).</p>	<p>Level 5, Module 4, Lessons 5, 23, 29, 37, 38, 39</p>
<p><b>5.C.2.A.v</b></p> <p>Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement).</p>	<p>Level 5, Module 1, Lesson 22</p> <p>Level 5, Module 2, Lessons 15, 16, 19, 24, 26, 27, 28, 30</p> <p>Level 5, Module 4, Lessons 37, 38</p>

## Communication and Multimodal Literacies

### Integrating Multimodal Literacies

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.C.3.A</b></p> <p>Select, organize, and create engaging presentations that include multimedia components and visual displays.</p>	<p>Level 5, Module 4, Lessons 33, 34, 35, 36, 37</p>
<p><b>5.C.3.B</b></p> <p>Strategically use two or more interdependent modes of communication to convey the intended message and enhance the development of main ideas or themes.</p>	<p>Level 5, Module 4, Lessons 33, 34, 35, 36, 37</p>

## Communication and Multimodal Literacies

### Examining Media Messages

Virginia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>5.C.4.A</b></p> <p>Deconstruct various types of media to identify the characteristics and determine the effectiveness of the intended messages.</p>	<p>Level 5, Module 1, Lessons 3, 4, 9, 16, 29, 30</p> <p>Level 5, Module 2, Lesson 10</p> <p>Level 5, Module 3, Lessons 4, 8</p> <p>Level 5, Module 4, Lessons 6, 9, 10</p>
<p><b>5.C.4.B</b></p> <p>Identify the purpose, intended audience, and credibility of information (e.g., auditory, visual, and written media messages) being presented.</p>	<p>Level 5, Module 1, Lessons 4, 5, 9</p> <p>Level 5, Module 2, Lessons 8, 21</p>
<p><b>5.C.4.C</b></p> <p>Compare and contrast techniques used in a variety of media messages (e.g., animation, famous images and words, music and sound, photo-editing).</p>	<p>Level 5, Module 1, Lessons 29, 30</p> <p>Level 5, Module 3, Lesson 4</p>

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

<b>Virginia Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<p><b>5.R.1.A</b></p> <p>Formulate questions that help narrow the topic and revise questions as needed based on research.</p>	<p>Level 5, Module 4, Lesson 25</p>
<p><b>5.R.1.B</b></p> <p>Identify search terms to locate information and gather relevant information from various print and digital sources to address the research.</p>	<p>Level 5, Module 4, Lessons 26, 27, 29</p>
<p><b>5.R.1.C</b></p> <p>Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.</p>	<p>Level 5, Module 4, Lessons 10, 11, 13, 26, 27, 29, 36</p>
<p><b>5.R.1.D</b></p> <p>Develop notes that include important concepts, summaries, and identification of information sources.</p>	<p>Level 5, Module 4, Lessons 10, 11, 13, 26, 27, 29</p>
<p><b>5.R.1.E</b></p> <p>Organize and share information orally, in writing, or through visual display.</p>	<p>Level 5, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 22, 23, 25, 26, 27, 28, 29, 30, 33, 34, 35, 36, 37, 38, 39</p>
<p><b>5.R.1.F</b></p> <p>Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations.</p>	<p>Level 5, Module 4, Lessons 26, 27, 29</p>