Arts & letters | Language Arts

K–8

Build New York City Readers Who Are Ready for What's Next

Coherent by Design

> *Arts & Letters*® centers coherence across every lesson, module, and grade. When every lesson builds on the last, students spend their time going deeper—not catching up.

Build Knowledge That Sticks

Students read rich whole books, fostering vocabulary and world knowledge they encounter throughout the module and beyond.

Vocabulary introduced early in a module reappears throughout, giving students multiple opportunities to deepen their understanding and apply it in discussion and writing.

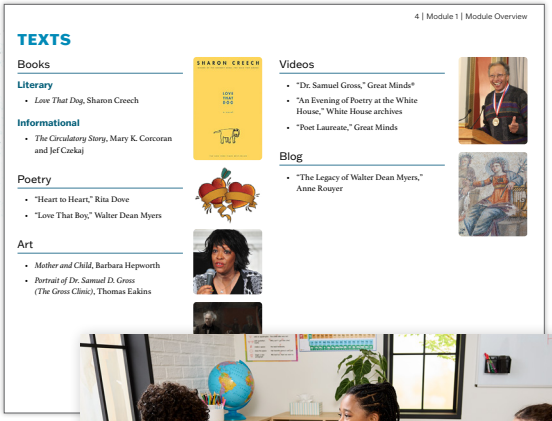




Connect Learning Across Every Module and Grade

Texts and topics build on each other, encouraging students to draw on vocabulary and background knowledge when learning something new.

Consistent Content Stages—Wonder, Organize, Reveal, Distill, Know—create a consistent arc within and across lessons so students can spend more time thinking deeply.


4 | Module 1 | Module Overview

TEXTS

Books

Literary
- *Love That Dog*, Sharon Creech

Informational
- *The Circulatory Story*, Mary K. Corcoran and Jef Czekaj

Poetry
- "Heart to Heart," Rita Dove
- "Love That Boy," Walter Dean Myers

Art
- *Mother and Child*, Barbara Hepworth
- *Portrait of Dr. Samuel D. Gross (The Gross Clinic)*, Thomas Eakins

Videos
- "Dr. Samuel Gross," Great Minds®
- "An Evening of Poetry at the White House," White House archives
- "Poet Laureate," Great Minds

Blog
- "The Legacy of Walter Dean Myers," Anne Rouyer

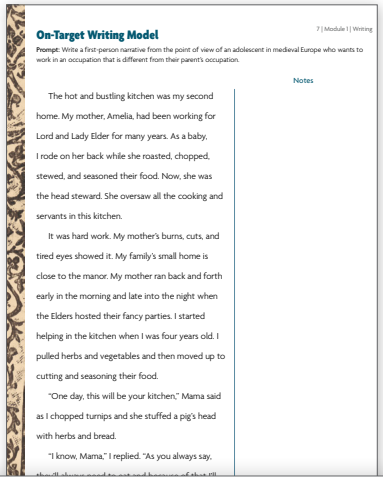


Develop Skills That Grow in Complexity Year After Year

Content Framing Questions push students further every year, from "What do you notice?" in kindergarten to "What argument can you defend?" by grade 8.

Informative, opinion, and argument writing begin in the early grades and grow more complex every year, so students write with increasing confidence.

Speaking and listening goals stay consistent— students spend every year deepening their skills, not relearning new ones.


On-Target Writing Model

7 | Module 1 | Writing

Prompt: Write a first-person narrative from the point of view of an adolescent in medieval Europe who wants to work in an occupation that is different from their parent's occupation.

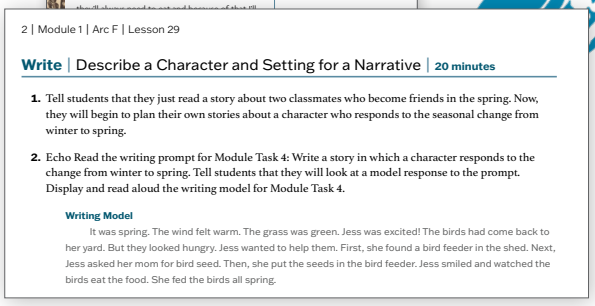
Notes

The hot and bustling kitchen was my second home. My mother, Amelia, had been working for Lord and Lady Elder for many years. As a baby, I rode on her back while she roasted, chopped, stewed, and seasoned their food. Now, she was the head steward. She oversaw all the cooking and servants in this kitchen.

It was hard work. My mother's burns, cuts, and tired eyes showed it. My family's small home is close to the manor. My mother ran back and forth early in the morning and late into the night when the Elders hosted their fancy parties. I started helping in the kitchen when I was four years old. I pulled herbs and vegetables and then moved up to cutting and seasoning their food.

"One day, this will be your kitchen," Mama said as I chopped turnips and she stuffed a pig's head with herbs and bread.

"I know, Mama," I replied. "As you always say,


2 | Module 1 | Arc F | Lesson 29

Write | Describe a Character and Setting for a Narrative | **20 minutes**

1. Tell students that they just read a story about two classmates who become friends in the spring. Now, they will begin to plan their own stories about a character who responds to the seasonal change from winter to spring.
2. Echo Read the writing prompt for Module Task 4: Write a story in which a character responds to the change from winter to spring. Tell students that they will look at a model response to the prompt. Display and read aloud the writing model for Module Task 4.

Writing Model

It was spring. The wind felt warm. The grass was green. Jess was excited! The birds had come back to her yard. But they looked hungry. Jess wanted to help them. First, she found a bird feeder in the shed. Next, Jess asked her mom for bird seed. Then, she put the seeds in the bird feeder. Jess smiled and watched the birds eat the food. She fed the birds all spring.

Learn More

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