





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

## DOMAIN: Foundations (F) Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

I. BIG IDEA: Phonological Awareness (PA) Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.

Georgia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.F.PA.1</b> Rhyme: This standard only applies to kindergarten.</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.F.PA.2</b> Words &amp; Sentences: This standard only applies to kindergarten.</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.F.PA.3</b> Compound Words: This standard only applies to kindergarten.</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.F.PA.4</b> Syllables: Identify and manipulate syllables in spoken words.</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.F.PA.4.a</b> Reinforce as appropriate.</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.F.PA.4.b</b> Reinforce as appropriate.</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.F.PA.4.c</b> Reinforce as appropriate.</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.F.PA.4.d</b> Add, delete, and substitute syllables in spoken words.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

1 | Georgia's K-12 English Language Arts Standards Correlation to *Arts & Letters*

<p><b>1.F.PA.5</b> Onsets &amp; Rimes: Blend and segment onsets and rimes in spoken words.</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.F.PA.5.a</b> Blend onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.</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.F.PA.5.b</b> Segment onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.</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.F.PA.6</b> Phonemic Awareness: Identify and manipulate the individual sounds in spoken words.</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.F.PA.6.a</b> Isolate and pronounce initial, medial, and final sounds in spoken one-syllable words, including words with digraphs and blends.</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.F.PA.6.b</b> Distinguish between short and long vowel sounds in spoken one-syllable words.</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.F.PA.6.c</b> Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words.</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.F.PA.6.d</b> Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

**DOMAIN: Foundations (F) Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.**

**III. BIG IDEA: Phonics (P) Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.**

Georgia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.F.P.1</b> Phoneme-Grapheme Correspondences: Identify and produce phoneme-grapheme correspondences.</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.F.P.1.a</b> Identify and produce phoneme-grapheme correspondences for frequently used consonant blends and digraphs.</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.F.P.1.b</b> Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e and vowel digraphs.</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.F.P.2</b> Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation.</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.F.P.2.a</b> Decode regularly spelled one-syllable words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words.</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.F.P.2.b</b> Identify and decode parts of irregularly spelled words, including high-frequency words.</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.F.P.2.c</b> Decode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, 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>
<p><b>1.F.P.2.d</b> Decode two-syllable words with basic patterns by applying knowledge of basic syllable types.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

1 | Georgia's K-12 English Language Arts Standards Correlation to *Arts & Letters*

<p><b>1.F.P.2.e</b> This progression ends in kindergarten.</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.F.P.3</b> Encoding with Phonics: Use grade-level phonics skills to encode words in context and in isolation.</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.F.P.3.a</b> Encode regularly spelled one-syllable words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words.</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.F.P.3.b</b> Identify and encode irregularly spelled words, including high-frequency words.</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.F.P.3.c</b> Encode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, 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>
<p><b>1.F.P.3.d</b> Encode two-syllable words with basic patterns by applying knowledge of basic syllable types.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

**DOMAIN: Foundations (F) Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.**

**IV. BIG IDEA: Fluency (F) Students read text aloud or silently with speed, accuracy, and expression.**

Georgia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.F.F.1</b> Oral &amp; Silent Reading Fluency: Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.</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.F.F.1.a</b> Increase sight word vocabulary using decoding skills by reading grade-appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.</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.F.F.1.b</b> Read a wide range of grade-level texts aloud with increasing 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.F.F.1.c</b> Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.</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.F.F.1.d</b> Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

**DOMAIN: Foundations (F) Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.**

**V. BIG IDEA: Handwriting (H) Students develop print handwriting skills.**

Georgia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.F.H.1</b> Motor Skills &amp; Letter/Word Formation: Use fine motor skills to form legible letters and words in print.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

1 | Georgia's K-12 English Language Arts Standards Correlation to *Arts & Letters*

<p><b>1.F.H.1.a</b> Form all uppercase and lowercase letters and words with accuracy and consistency.</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.F.H.1.b</b> Form words with accuracy and consistency.</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.F.H.1.c</b> Use appropriate spacing between letters, words, and sentences across lines on a page.</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.F.H.2</b> Transcription &amp; Handwriting Fluency: Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.</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.F.H.2.a</b> Perform basic transcription skills.</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.F.H.2.b</b> Build handwriting fluency by forming accurate letters and words with increasing speed.</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.F.H.3</b> Read Cursive: This standard only applies to the 3-5 grade band.</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.F.H.4</b> Write Cursive: This standard only applies to the 3-5 grade band.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

**DOMAIN: Practices (P) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

**I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**

Georgia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.P.EICC.1</b> Reader &amp; Writer Identity: Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.</p>	<p>Level 1, Module 1, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39</p> <p>Level 1, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39</p> <p>Level 1, Module 3, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40</p> <p>Level 1, Module 4, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41</p>
<p><b>1.P.EICC.1.a</b> Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 29, 32, 36</p> <p>Level 1, Module 2, Lessons 5, 15, 27, 32, 33, 36, 38</p> <p>Level 1, Module 3, Lessons 5, 17, 18, 22, 23, 27, 33, 37, 39</p> <p>Level 1, Module 4, Lessons 5, 13, 17, 19, 25, 31, 36, 37</p>
<p><b>1.P.EICC.1.b</b> Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.</p>	<p>Level 1, Module 4, Lesson 41</p>
<p><b>1.P.EICC.1.c</b> Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.</p>	<p>Level 1, Module 1, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39</p> <p>Level 1, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39</p>

	<p>Level 1, Module 3, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40</p> <p>Level 1, Module 4, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40</p>
<p><b>1.P.EICC.1.d</b></p> <p>Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.</p>	<p>Level 1, Module 1, Lessons 3, 4, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37, 38</p> <p>Level 1, Module 2, Lessons 4, 6, 9, 10, 13, 14, 15, 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 3, 4, 9, 10, 11, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 37, 38, 39</p> <p>Level 1, Module 4, Lessons 3, 4, 9, 11, 12, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 30, 32</p>
<p><b>1.P.EICC.1.e</b></p> <p>Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 30, 32, 36</p> <p>Level 1, Module 2, Lessons 5, 15, 20, 26, 27, 32, 36</p> <p>Level 1, Module 3, Lessons 5, 17, 22, 23, 27, 33, 37, 39</p> <p>Level 1, Module 4, Lessons 5, 13, 17, 25, 31, 32, 36, 38</p>
<p><b>1.P.EICC.1.f</b></p> <p>Develop independence and autonomy as a reader and writer.</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, 37, 38</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, 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, 39</p>
<p><b>1.P.EICC.2</b></p> <p>Engagement &amp; Intention: Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.</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, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38</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, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 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, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38</p>
<p><b>1.P.EICC.2.a</b> Share real or imagined experiences by interpreting and constructing texts that tell or include stories.</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</p> <p>Level 1, Module 4, Lessons 16, 17, 18, 19, 23, 24, 25, 26, 27</p>
<p><b>1.P.EICC.2.b</b> Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.</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, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38</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, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38</p> <p>Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 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, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38</p>
<p><b>1.P.EICC.2.c</b> Explain and learn concepts and processes by interpreting and constructing texts.</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 8, 9, 10, 13, 14, 15, 17, 18, 19, 20, 24, 25, 26, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 1, Module 3, Lessons 26, 32, 34</p>
<p><b>1.P.EICC.2.d</b> Interpret and construct texts to aid the analysis and evaluation of texts and ideas.</p>	<p>Level 1, Module 1, Lessons 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 25, 26, 27, 28, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 1, Module 2, Lessons 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20, 21, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>

1 | Georgia's K-12 English Language Arts Standards Correlation to *Arts & Letters*

	<p>Level 1, Module 3, Lessons 3, 4, 5, 6, 8, 9, 10, 11, 15, 16, 17, 18, 20, 21, 22, 23, 25, 26, 27, 28, 29, 31, 32, 33, 34, 37, 38, 39</p> <p>Level 1, Module 4, Lessons 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p><b>1.P.EICC.2.e</b></p> <p>Consume and produce texts in order to solve problems or influence decisions.</p>	<p>Level 1, Module 3, Lessons 24, 25, 26, 27, 28, 29</p>
<p><b>1.P.EICC.3</b></p> <p>Comprehension Strategies: Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.</p>	<p>Level 1, Module 1, Lessons 1, 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, 35, 36</p> <p>Level 1, Module 2, Lessons 1, 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 1, 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</p> <p>Level 1, Module 4, Lessons 1, 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><b>1.P.EICC.3.a</b></p> <p>Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.</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</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.P.EICC.3.b</b></p> <p>Scan and skim the text, making note of structures and sections that might be most useful.</p>	<p>Level 1, Module 1, Lessons 2, 7, 12, 17, 24, 29</p> <p>Level 1, Module 2, Lessons 2, 7, 12, 13, 17, 18, 24, 25, 29, 31</p> <p>Level 1, Module 3, Lessons 2, 3, 7, 14, 16, 19, 22, 24, 27, 29, 30, 33</p> <p>Level 1, Module 4, Lessons 2, 5, 8, 14, 22, 24, 28, 29, 33, 36</p>
<p><b>1.P.EICC.3.c</b></p>	<p>Level 1, Module 1, Lesson 1</p> <p>Level 1, Module 2, Lessons 1, 13, 21, 25, 26, 30, 32</p>

1 | Georgia's K-12 English Language Arts Standards Correlation to *Arts & Letters*

<p>Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.</p>	<p>Level 1, Module 3, Lessons 1, 4, 5, 26, 28 Level 1, Module 4, Lessons 1, 3, 5, 24, 25, 29, 30, 31</p>
<p><b>1.P.EICC.3.d</b> Summarize and visualize sections of the text to maintain understanding.</p>	<p>Level 1, Module 1, Lessons 3, 4, 19 Level 1, Module 2, Lesson 3 Level 1, Module 3, Lessons 3, 4, 15, 20, 21, 25, 31 Level 1, Module 4, Lessons 3, 15, 23, 29</p>
<p><b>1.P.EICC.3.e</b> Make and track predictions about the events and information likely to come next.</p>	<p>Level 1, Module 1, Lesson 6 Level 1, Module 4, Lesson 9</p>
<p><b>1.P.EICC.3.f</b> Make, track, and support inferences about different levels of meaning within the 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, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36 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, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 35, 36 Level 1, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37 Level 1, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>
<p><b>1.P.EICC.3.g</b> Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.</p>	<p>Level 1, Module 2, Lessons 18, 21, 26, 32 Level 1, Module 3, Lessons 3, 4, 9, 10, 15, 21, 25, 26, 29, 31, 32 Level 1, Module 4, Lessons 3, 11, 12, 27, 30</p>
<p><b>1.P.EICC.4</b> Writing Processes: Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.</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 Level 1, Module 2, Lessons 12, 13, 14, 15, 17, 18, 19, 20, 24, 25, 26, 29, 30, 31, 32, 33, 36, 37, 38 Level 1, Module 3, Lessons 10, 11, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 38 Level 1, Module 4, Lessons 10, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 38</p>

<p><b>1.P.EICC.4.a</b> Establish a purpose and goals for writing and identify a target audience.</p>	<p>Level 1, Module 1, Lessons 12, 14, 15, 16, 18, 20, 21, 24, 25, 27, 28, 29, 30 Level 1, Module 2, Lessons 12, 17, 19 Level 1, Module 3, Lessons 10, 11, 16, 22, 32 Level 1, Module 4, Lessons 16, 17, 18, 25</p>
<p><b>1.P.EICC.4.b</b> Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.</p>	<p>Level 1, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 36, 37 Level 1, Module 2, Lessons 12, 13, 14, 17, 18, 19, 20, 24, 25, 26, 29, 30, 31, 32, 36, 37 Level 1, Module 3, Lessons 10, 11, 14, 15, 16, 20, 21, 22, 24, 25, 26, 27, 29, 30, 31, 32 Level 1, Module 4, Lessons 16, 17, 18, 19, 23, 24, 25, 26</p>
<p><b>1.P.EICC.4.c</b> Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.</p>	<p>Level 1, Module 2, Lessons 13, 18, 25, 29, 30, 36 Level 1, Module 3, Lessons 20, 24, 25, 29, 30 Level 1, Module 4, Lessons 10, 29, 36</p>
<p><b>1.P.EICC.4.d</b> Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.</p>	<p>Level 1, Module 1, Lessons 13, 14, 15, 17, 18, 19, 20, 24, 25, 26, 27, 28, 36, 37 Level 1, Module 2, Lessons 13, 14, 17, 18, 19, 20, 24, 25, 26, 29, 30, 31, 32, 36, 37 Level 1, Module 3, Lessons 11, 14, 15, 20, 21, 24, 25, 26, 27, 29, 30, 31, 32 Level 1, Module 4, Lessons 16, 17, 18, 19, 23, 24, 25, 26</p>
<p><b>1.P.EICC.4.e</b> Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.</p>	<p>Level 1, Module 1, Lessons 15, 19, 20, 27, 28, 30, 31, 32, 37 Level 1, Module 2, Lessons 14, 17, 19, 20, 24, 26, 31, 32, 37 Level 1, Module 3, Lessons 14, 15, 16, 17, 21, 23, 31, 33 Level 1, Module 4, Lessons 18, 25, 26, 30, 31, 38</p>
<p><b>1.P.EICC.4.f</b></p>	<p>Level 1, Module 1, Lesson 31 Level 1, Module 2, Lessons 20, 26</p>

Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.	Level 1, Module 3, Lessons 23, 27, 33, 38 Level 1, Module 4, Lessons 13, 32, 38
<b>1.P.EICC.4.g</b> Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.	Level 1, Module 1, Lesson 30 Level 1, Module 3, Lessons 22, 32 Level 1, Module 4, Lesson 38
<b>1.P.EICC.4.h</b> Edit the text, ensuring it adheres to the conventions of written language.	Level 1, Module 1, Lessons 16, 21, 29, 38 Level 1, Module 2, Lessons 15, 27, 33, 38 Level 1, Module 3, Lessons 18, 34, 38 Level 1, Module 4, Lessons 13, 19, 27, 33, 38

**DOMAIN: Practices (P) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

**II. BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

<b>Georgia Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<b>1.P.ST.1</b> Context: Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.	Level 1, Module 1, Lessons 1, 4, 20, 25, 27 Level 1, Module 2, Lessons 1, 15, 20, 21, 26, 32 Level 1, Module 3, Lessons 1, 4, 5, 28 Level 1, Module 4, Lessons 1, 3, 5, 24, 25, 29, 30, 31
<b>1.P.ST.1.a</b> Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.	Level 1, Module 1, Lessons 1, 4 Level 1, Module 2, Lessons 1, 26, 32 Level 1, Module 3, Lessons 1, 4, 5, 28 Level 1, Module 4, Lessons 1, 3, 5, 24, 25, 29, 30, 31
<b>1.P.ST.1.b</b> Consider how context impacts the purposes of the author and the audience.	Level 1, Module 1, Lessons 20, 25, 27 Level 1, Module 2, Lessons 15, 32

<p><b>1.P.ST.1.c</b> Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.</p>	<p>Level 1, Module 1, Lessons 20, 25, 27 Level 1, Module 2, Lessons 15, 32</p>
<p><b>1.P.ST.2</b> Author, Audience, &amp; Purpose: Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.</p>	<p>Level 1, Module 1, Lessons 12, 14, 15, 16, 18, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31 Level 1, Module 2, Lessons 9, 12, 14, 17, 19, 20, 21, 26 Level 1, Module 3, Lessons 3, 10, 11, 14, 15, 16, 20, 21, 22, 24, 25, 26, 27, 29, 30, 31, 32 Level 1, Module 4, Lessons 3, 4, 7, 16, 17, 18, 19, 23, 24, 25, 26, 32</p>
<p><b>1.P.ST.2.a</b> Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.</p>	<p>Level 1, Module 1, Lessons 12, 14, 15, 16, 18, 20, 21, 24, 25, 27, 28, 29, 30 Level 1, Module 2, Lessons 12, 17, 19, 20, 21 Level 1, Module 3, Lessons 3, 10, 11, 14, 15, 16, 20, 21, 22, 24, 25, 26, 27, 29, 30, 31, 32 Level 1, Module 4, Lessons 4, 7, 16, 17, 18, 19, 23, 24, 25, 26, 32</p>
<p><b>1.P.ST.2.b</b> Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.</p>	<p>Level 1, Module 4, Lesson 26</p>
<p><b>1.P.ST.2.c</b> Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.</p>	<p>Level 1, Module 1, Lessons 14, 26, 31 Level 1, Module 2, Lessons 9, 14, 20, 26 Level 1, Module 3, Lessons 16, 21, 32 Level 1, Module 4, Lessons 3, 4, 16, 29</p>

**DOMAIN: Practices (P) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

**III. BIG IDEA: Author's Craft (AC) Students apply knowledge of author's craft to enhance the interpretation and construction of texts.**

Georgia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.P.AC.1</b></p> <p>Reading like a Writer: Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.</p>	<p>Level 1, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 33, 36, 37</p> <p>Level 1, Module 2, Lessons 4, 11, 12, 13, 14, 17, 18, 19, 20, 24, 25, 26, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 1, Module 3, Lessons 3, 10, 11, 14, 15, 16, 20, 21, 22, 24, 25, 26, 27, 29, 30, 31, 32, 34</p> <p>Level 1, Module 4, Lessons 3, 4, 7, 15, 16, 17, 18, 19, 23, 24, 25, 26, 29, 31, 37</p>
<p><b>1.P.AC.1.a</b></p> <p>Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.</p>	<p>Level 1, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 36, 37</p> <p>Level 1, Module 2, Lessons 12, 13, 14, 17, 18, 19, 20, 24, 25, 26, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 1, Module 3, Lessons 3, 10, 11, 14, 15, 16, 20, 21, 22, 24, 25, 26, 27, 29, 30, 31, 32, 34</p> <p>Level 1, Module 4, Lessons 3, 7, 15, 16, 17, 18, 19, 23, 24, 25, 26, 29</p>
<p><b>1.P.AC.1.b</b></p> <p>Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.</p>	<p>Level 1, Module 1, Lessons 14, 26</p> <p>Level 1, Module 2, Lessons 4, 20</p> <p>Level 1, Module 3, Lessons 10, 16, 21, 26</p> <p>Level 1, Module 4, Lessons 3, 4, 29</p>
<p><b>1.P.AC.1.c</b></p> <p>Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.</p>	<p>Level 1, Module 1, Lessons 28, 33</p> <p>Level 1, Module 2, Lesson 11</p>
<p><b>1.P.AC.1.d</b></p> <p>Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features</p>	<p>Level 1, Module 1, Lessons 13, 24</p> <p>Level 1, Module 2, Lessons 9, 10, 12, 13, 14, 17, 19, 24, 25, 32, 37</p> <p>Level 1, Module 3, Lessons 9, 10, 16, 21, 30, 31, 32</p>

1 | Georgia's K-12 English Language Arts Standards Correlation to *Arts & Letters*

<p>influence the audience, contribute to the text's accessibility, and support the text's purpose.</p>	<p>Level 1, Module 4, Lessons 16, 23, 26, 29, 31, 37</p>
<p><b>1.P.AC.2</b> Writing like a Reader: Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.</p>	<p>Level 1, Module 1, Lessons 6, 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 6, 11, 14, 15, 16, 17, 18, 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 6, 12, 16, 17, 18, 19, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 37, 38, 39</p>
<p><b>1.P.AC.2.a</b> Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.</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</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>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</p> <p>Level 1, Module 4, Lessons 29, 30, 31, 32, 33, 36, 37, 38, 39</p>
<p><b>1.P.AC.2.b</b> Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.</p>	<p>Level 1, Module 3, Lessons 14, 15, 16, 17, 21, 22, 23, 31, 32, 33</p> <p>Level 1, Module 4, Lessons 30, 31, 32, 38</p>
<p><b>1.P.AC.2.c</b> Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.</p>	<p>Level 1, Module 1, Lessons 6, 11, 16, 21, 28, 33</p> <p>Level 1, Module 2, Lessons 6, 11, 16, 21, 28, 33</p> <p>Level 1, Module 3, Lessons 6, 11, 14, 15, 16, 17, 18, 21, 22, 23, 28, 31, 32, 33</p> <p>Level 1, Module 4, Lessons 6, 12, 18, 27, 30, 31, 32, 38</p>
<p><b>1.P.AC.2.d</b> Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.</p>	<p>Level 1, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 36, 37</p> <p>Level 1, Module 2, Lessons 12, 13, 14, 17, 18, 19, 20, 24, 25, 26, 29, 30, 31, 32, 36, 37</p> <p>Level 1, Module 3, Lessons 10, 11, 14, 15, 16, 20, 21, 22, 24, 25, 26, 27, 29, 30, 31, 32</p> <p>Level 1, Module 4, Lessons 16, 17, 18, 19, 23, 24, 25, 26</p>

<p><b>1.P.AC.3</b> Text Design: Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.</p>	<p>Level 1, Module 1, Lessons 4, 6, 7, 9, 12, 14, 19, 24, 26, 29, 31 Level 1, Module 2, Lessons 2, 4, 7, 9, 14, 18, 20, 26, 29, 31 Level 1, Module 3, Lessons 2, 3, 4, 10, 11, 15, 16, 19, 21, 24, 25, 26, 32 Level 1, Module 4, Lessons 3, 4, 11, 12, 16, 22, 23, 24, 28, 29, 30</p>
<p><b>1.P.AC.3.a</b> Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.</p>	<p>Level 1, Module 1, Lessons 4, 9, 14, 19, 26, 31 Level 1, Module 2, Lessons 4, 9, 14, 20, 26, 31 Level 1, Module 3, Lessons 4, 10, 16, 21, 26, 32 Level 1, Module 4, Lessons 4, 11, 16, 24, 30</p>
<p><b>1.P.AC.3.b</b> Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.</p>	<p>Level 1, Module 1, Lesson 6 Level 1, Module 2, Lessons 9, 18 Level 1, Module 3, Lessons 3, 15, 25 Level 1, Module 4, Lessons 3, 23, 29</p>
<p><b>1.P.AC.3.c</b> Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.</p>	<p>Level 1, Module 1, Lesson 6 Level 1, Module 2, Lessons 9, 18 Level 1, Module 3, Lessons 3, 15, 25 Level 1, Module 4, Lessons 3, 23, 29</p>
<p><b>1.P.AC.3.d</b> Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.</p>	<p>Level 1, Module 1, Lessons 7, 12, 24, 29 Level 1, Module 2, Lessons 2, 7, 29 Level 1, Module 3, Lessons 2, 11, 19, 24, 25 Level 1, Module 4, Lessons 12, 22, 28</p>

**DOMAIN: Practices (P) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

**IV. BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**

Georgia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.P.CP.1</b> Collaboration: Collaborate with others to accomplish shared goals and projects.</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><b>1.P.CP.1.a</b> Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.</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><b>1.P.CP.1.b</b> Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.</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><b>1.P.CP.1.c</b> Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.</p>	<p>Level 1, Module 4, Lessons 5, 25</p>
<p><b>1.P.CP.1.d</b> Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.</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><b>1.P.CP.2</b> Presentation: Use presentation skills to tailor communication to target audiences for specific purposes.</p>	<p>Level 1, Module 1, Lessons 3, 5, 10, 15, 19, 20, 27, 28, 31, 32, 33, 36, 37, 38 Level 1, Module 2, Lessons 5, 15, 20, 26, 27, 32, 36, 37 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><b>1.P.CP.2.a</b> Communicate clearly to present ideas, information, and texts.</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 19, 20, 27, 28, 31, 32, 33, 36, 37, 38 Level 1, Module 2, Lessons 5, 15, 20, 26, 27, 32, 36, 37 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><b>1.P.CP.2.b</b> Integrate modes and genres most appropriate to purpose and audience.</p>	<p>Level 1, Module 3, Lessons 28, 29</p>
<p><b>1.P.CP.2.c</b> Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.</p>	<p>Level 1, Module 3, Lessons 28, 29</p>
<p><b>1.P.CP.2.d</b> Engage in dialogue with audiences by asking and answering questions.</p>	<p><i>Arts &amp; Letters</i> does not address this standard.</p>
<p><b>1.P.CP.2.e</b> Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.</p>	<p>Level 1, Module 1, Lesson 3</p>

**DOMAIN: Language (L) Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**

**I. BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**

Georgia Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>1.L.GC.1</b></p>	<p>Level 1, Module 1, Lessons 16, 21, 29, 31, 37 Level 1, Module 2, Lessons 6, 11, 15, 16, 17, 21, 26, 32, 33, 37, 38</p>

1 | Georgia's K-12 English Language Arts Standards Correlation to *Arts & Letters*

<p>Grammar, Usage, &amp; Mechanics: Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.</p>	<p>Level 1, Module 3, Lessons 3, 4, 6, 11, 16, 18, 19, 21, 22, 23, 28, 31, 32, 33, 34                      Level 1, Module 4, Lessons 3, 12, 14, 18, 19, 22, 26, 27, 28, 30, 32, 33, 38</p>
<p><b>1.L.GC.1.5</b>                      Grammar: Form regular plural nouns by adding -s or -es. (Master)</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level Kindergarten.                      Kindergarten, Module 2, Lessons 6, 8, 16</p>
<p><b>1.L.GC.1.6</b>                      Grammar: Form and use verbs by adding -ing, -ed, or -s. (Master)</p>	<p>Level 1, Module 1, Lesson 21                      Level 1, Module 4, Lessons 3, 22, 28</p>
<p><b>1.L.GC.1.7</b>                      Grammar: Use action verbs. (Master)</p>	<p>Level 1, Module 2, Lesson 11                      Level 1, Module 4, Lessons 22, 26, 27, 28, 32, 33, 38</p>
<p><b>1.L.GC.1.8</b>                      Grammar: Use adjectives and adverbs. (Continue)</p>	<p>Level 1, Module 3, Lessons 22, 23, 31, 32, 33, 34                      Level 1, Module 4, Lesson 30</p>
<p><b>1.L.GC.1.9</b>                      Grammar: Use common and proper nouns. (Continue)</p>	<p>Level 1, Module 2, Lessons 21, 26, 32, 33, 37, 38</p>
<p><b>1.L.GC.1.10</b>                      Grammar: Form and use the simple verb tenses. (Continue)</p>	<p>Level 1, Module 2, Lesson 11                      Level 1, Module 4, Lessons 22, 26, 27, 28, 32, 33, 38</p>
<p><b>1.L.GC.1.11</b>                      Usage: Use determiners (articles, possessive determiners, demonstrative adjectives). (Continue)</p>	<p>Level 1, Module 2, Lessons 16, 17, 21</p>
<p><b>1.L.GC.1.12</b>                      Mechanics: Capitalize proper nouns. (Continue)</p>	<p>Level 1, Module 1, Lessons 16, 29, 32, 38                      Level 1, Module 3, Lesson 16</p>
<p><b>1.L.GC.1.13</b>                      Mechanics: Use periods, exclamation marks, and question marks at the end of sentences. (Continue)</p>	<p>Level 1, Module 1, Lessons 21, 29, 32, 38                      Level 1, Module 2, Lesson 15                      Level 1, Module 3, Lessons 19, 21, 23, 31, 32, 33, 34                      Level 1, Module 4, Lessons 18, 19, 26, 27, 32, 33, 38</p>

1 | Georgia's K-12 English Language Arts Standards Correlation to *Arts & Letters*

<p><b>1.L.GC.1.14</b> Grammar: Form plural nouns by changing -y to -ies. (Introduce)</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 2. Level 2, Module 2, Lessons 16, 19, 20, 26, 30, 31, 36, 37</p>
<p><b>1.L.GC.1.15</b> Grammar: Use personal pronouns (subject, object, and possessive). (Introduce)</p>	<p>Level 1, Module 2, Lessons 27, 32, 37, 38 Level 1, Module 4, Lesson 14</p>
<p><b>1.L.GC.1.16</b> Grammar: Use frequently occurring prepositions. (Introduce)</p>	<p>Level 1, Module 2, Lessons 16, 24 Level 1, Module 4, Lesson 3</p>
<p><b>1.L.GC.1.17</b> Mechanics: Use commas to separate items in a series and to format dates, addresses, salutations, and closings. (Introduce)</p>	<p>Level 1, Module 2, Lessons 6, 21, 26, 32, 33, 37, 38 Level 1, Module 3, Lessons 3, 4</p>
<p><b>1.L.GC.1.18</b> Mechanics: Use apostrophes to form contractions and singular possessive nouns. (Introduce)</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 2. Level 2, Module 3, Lesson 21 Level 2, Module 4, Lesson 15</p>
<p><b>1.L.GC.1.19</b> Grammar: Form and use irregular plural nouns. (Introduce)</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 2. Level 2, Module 2, Lessons 16, 19, 20, 26, 30, 31, 36, 37</p>
<p><b>1.L.GC.1.20</b> Grammar: Form and use the past tense of irregular verbs. (Introduce)</p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 2. Level 2, Module 2, Lessons 20, 22, 26, 36, 37</p>
<p><b>1.L.GC.1.21</b> Grammar: Use coordinating conjunctions to join words, phrases, or clauses. (Introduce)</p>	<p>Level 1, Module 3, Lessons 6, 11, 18, 23, 28, 34 Level 1, Module 4, Lessons 12, 18, 32</p>
<p><b>1.L.GC.2</b> Syntax: Recognize and compose coherent sentences that express complete thoughts.</p>	<p>Level 1, Module 1, Lessons 6, 11, 15, 16, 19, 20, 21, 27, 28, 29, 32, 33, 37 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 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>

1 | Georgia's K-12 English Language Arts Standards Correlation to *Arts & Letters*

	Level 1, Module 4, Lessons 3, 4, 5, 6, 8, 11, 12, 14, 15, 17, 18, 19, 22, 24, 26, 27, 28, 30, 31, 32, 33, 36, 37, 38, 39
<p><b>1.L.GC.2.a</b></p> <p>Distinguish between complete and incomplete simple sentences, and identify the sentence type (i.e., declarative, imperative, interrogative, and exclamatory).</p>	<p>Level 1, Module 1, Lessons 21, 32, 33</p> <p>Level 1, Module 2, Lessons 11, 14</p> <p>Level 1, Module 3, Lesson 19</p>
<p><b>1.L.GC.2.b</b></p> <p>Use a variety of simple sentences (including a variety of sentence types) to develop clarity in written texts.</p>	<p>Level 1, Module 1, Lessons 6, 11, 15, 16, 19, 20, 21, 27, 28, 29, 32, 33, 37</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 3, 5, 6, 8, 12, 14, 15, 17, 18, 19, 22, 26, 27, 28, 30, 31, 32, 33, 37, 38</p>
<p><b>1.L.GC.2.c</b></p> <p>Use singular and plural subjects with matching verbs.</p>	Level 1, Module 2, Lessons 6, 21, 26, 32, 33, 37, 38
<p><b>1.L.GC.2.d</b></p> <p>With adult support, use adjectives or adverbs to add details or clarify meaning.</p>	<p>Level 1, Module 3, Lessons 2, 22, 23, 31, 32, 33, 34</p> <p>Level 1, Module 4, Lessons 4, 5, 8, 11, 13, 15, 17, 24, 29, 31, 32, 36, 37, 39</p>
<p><b>1.L.GC.2.e</b></p> <p>This progression begins in 9th grade.</p>	

**DOMAIN: Language (L) Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**

**II. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**

<b>Georgia Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<p><b>1.L.V.1</b> General, Academic, &amp; Specialized Vocabulary: Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.</p>	<p>Level 1, Module 1, Lessons 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 26, 27, 28, 29, 30, 31, 32, 33, 36, 38</p> <p>Level 1, Module 2, Lessons 5, 6, 11, 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 4, Lessons 3, 5, 6, 8, 9, 11, 12, 13, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37, 38, 39</p>
<p><b>1.L.V.1.a</b> Acquire and apply general, academic, and specialized vocabulary words and phrases through grade-level texts and content.</p>	<p>Level 1, Module 1, Lessons 3, 4, 8, 9, 14, 15, 17, 18, 26, 28, 29, 30, 31</p> <p>Level 1, Module 2, Lessons 6, 14, 18, 21, 26, 32, 33</p> <p>Level 1, Module 3, Lessons 3, 4, 5, 6, 9, 10, 11, 14, 15, 16, 17, 18, 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 3, 9, 11, 12, 22, 27, 28, 30, 32</p>
<p><b>1.L.V.1.b</b> Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.</p>	<p>Level 1, Module 1, Lessons 5, 6, 10, 11, 12, 13, 15, 16, 19, 20, 21, 24, 26, 27, 28, 29, 32, 33, 36, 38</p> <p>Level 1, Module 2, Lessons 5, 6, 11, 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 5, 6, 11, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 33, 34, 37, 38, 39</p> <p>Level 1, Module 4, Lessons 5, 6, 8, 12, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 29, 31, 32, 36, 37, 38, 39</p>
<p><b>1.L.V.2</b> Word Analysis: Acquire and apply word analysis skills to deconstruct and construct words to make meaning.</p>	<p>Level 1, Module 1, Lessons 23, 35</p> <p>Level 1, Module 2, Lessons 6, 21, 23, 33, 35</p> <p>Level 1, Module 3, Lessons 13, 36</p> <p>Level 1, Module 4, Lessons 21, 22, 28, 35</p>

1 | Georgia's K-12 English Language Arts Standards Correlation to *Arts & Letters*

<p><b>1.L.V.2.a</b> Identify frequently occurring root words (e.g., look) and inflectional endings used to form and comprehend new words (e.g., looks, looked, looking).</p>	<p>Level 1, Module 2, Lessons 6, 21, 33 Level 1, Module 4, Lessons 22, 28</p>
<p><b>1.L.V.2.b</b> This progression begins in 3rd grade.</p>	
<p><b>1.L.V.2.c</b> Construct words using frequently occurring roots words and inflectional endings.</p>	<p>Level 1, Module 1, Lessons 23, 35 Level 1, Module 2, Lessons 23, 35 Level 1, Module 3, Lessons 13, 36 Level 1, Module 4, Lessons 21, 35</p>
<p><b>1.L.V.2.d</b> This progression begins in 6th grade.</p>	
<p><b>1.L.V.3</b> Meaning &amp; Purpose: Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.</p>	<p>Level 1, Module 2, Lessons 5, 14, 15, 17, 18, 19, 20, 24, 26, 27, 31, 32, 36, 37 Level 1, Module 3, Lessons 2, 3, 4, 5, 9, 10, 14, 15, 16, 17, 21, 22, 25, 26, 27, 32, 33, 37 Level 1, Module 4, Lessons 3, 4, 5, 11, 12, 17, 18, 25, 26, 27, 29, 30, 31, 32, 36</p>
<p><b>1.L.V.3.a</b> Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p>	<p>Level 1, Module 2, Lessons 18, 26, 32 Level 1, Module 3, Lessons 3, 4, 9, 10, 15, 21, 25, 26, 32 Level 1, Module 4, Lessons 3, 11, 12, 27, 30</p>
<p><b>1.L.V.3.b</b> Identify the relationship between words and their synonyms and antonyms.</p>	<p>Level 1, Module 3, Lessons 2, 10 Level 1, Module 4, Lessons 3, 4, 29</p>
<p><b>1.L.V.3.c</b> Distinguish shades of meaning among verbs that describe the same general action (e.g., walk, march, strut, prance).</p>	<p>Level 1, Module 3, Lesson 25 Level 1, Module 4, Lessons 3, 4, 29</p>
<p><b>1.L.V.3.d</b></p>	<p><i>Arts &amp; Letters</i> addresses this standard in grade level 2.</p>

1 | Georgia's K-12 English Language Arts Standards Correlation to *Arts & Letters*

With teacher support, use a picture dictionary or digital resource to clarify the meaning of unknown words and phrases.	Level 2, Module 2, Lesson 10 Level 2, Module 4, Lesson 26
<b>1.L.V.3.e</b> Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.	Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 28, 32, 36, 37 Level 1, Module 2, Lessons 5, 14, 15, 17, 19, 20, 24, 27, 31, 32, 36, 37 Level 1, Module 3, Lessons 5, 14, 15, 16, 17, 22, 27, 31, 33, 37 Level 1, Module 4, Lessons 5, 17, 18, 25, 26, 30, 31, 32, 36

**DOMAIN: Texts (T) Students grow in their learning as they purposefully engage with texts.**

**I. BIG IDEA: Context (C) Students explore the relationships and roles of authors, purposes, and audiences of texts.**

<b>Georgia Standards</b>	<b>Aligned Components of Arts &amp; Letters</b>
<b>1.T.C.1</b> Purpose & Audience: Explain how authors of texts use language for a specific purpose and a target audience.	Level 1, Module 1, Lesson 6 Level 1, Module 2, Lessons 9, 10, 14, 18, 19 Level 1, Module 3, Lessons 3, 9, 15, 25, 27, 30, 32, 37, 38 Level 1, Module 4, Lessons 3, 8, 9, 10, 11, 12, 13, 15, 23, 29, 32, 33
<b>1.T.C.1.a</b> Identify the general purpose (e.g., to tell stories, to provide information, to share opinions, to explain ideas) and target audience in a variety of texts.	Level 1, Module 1, Lesson 6 Level 1, Module 2, Lesson 18 Level 1, Module 3, Lessons 3, 15, 25 Level 1, Module 4, Lessons 3, 9, 15, 23, 29, 32, 33
<b>1.T.C.1.b</b> Identify different modes of communication: print, digital, auditory, and visual.	Level 1, Module 2, Lessons 9, 10, 14, 19 Level 1, Module 3, Lessons 9, 30, 32 Level 1, Module 4, Lessons 8, 9, 10, 11
<b>1.T.C.1.c</b> Create texts in teacher-selected modes (e.g., print, digital, auditory, and/or visual).	Level 1, Module 3, Lessons 27, 37, 38 Level 1, Module 4, Lessons 12, 13
<b>1.T.C.2</b>	Level 1, Module 1, Lessons 14, 26 Level 1, Module 4, Lessons 23, 29

Authors & Speakers: Investigate the relationships between authors and speakers in texts.	
<b>1.T.C.2.a</b> Identify who is speaking or telling the story at various points in a text.	Level 1, Module 1, Lessons 14, 26 Level 1, Module 4, Lessons 23, 29
<b>1.T.C.2.b</b> This progression begins in 6th grade.	
<b>1.T.C.2.c</b> This progression begins in 3rd grade.	
<b>1.T.C.2.d</b> This progression begins in 6th grade.	

**DOMAIN: Texts (T) Students grow in their learning as they purposefully engage with texts.**

**II. BIG IDEA: Structure & Style (SS) Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.**

<b>Georgia Standards</b>	<b>Aligned Components of <i>Arts &amp; Letters</i></b>
<b>1.T.SS.1</b> Organization: Identify and use organizational structures to craft meaning.	Level 1, Module 1, Lessons 13, 14, 18, 19, 25, 26, 28 Level 1, Module 2, Lessons 9, 10, 14, 19 Level 1, Module 3, Lessons 9, 14, 15, 30, 32 Level 1, Module 4, Lessons 8, 9, 10, 11, 12, 13, 18, 26, 37, 39
<b>1.T.SS.1.a</b> Identify and use various text features (e.g., diagrams, tables of contents) to locate information and make meaning in texts.	Level 1, Module 2, Lessons 9, 10, 14, 19 Level 1, Module 3, Lessons 9, 30, 32 Level 1, Module 4, Lessons 8, 9, 10, 11
<b>1.T.SS.1.b</b> Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.	Level 1, Module 1, Lessons 13, 14, 18, 25, 26 Level 1, Module 3, Lessons 14, 15 Level 1, Module 4, Lessons 11, 12, 13, 37, 39

<p><b>1.T.SS.1.c</b> Use transition words or phrases, such as once upon a time, next, and last to sequence events and actions.</p>	<p>Level 1, Module 1, Lessons 19, 28 Level 1, Module 4, Lessons 18, 26</p>
<p><b>1.T.SS.1.d</b> This progression begins in 3rd grade.</p>	
<p><b>1.T.SS.2</b> Craft: Identify and use descriptive and engaging language.</p>	<p>Level 1, Module 3, Lessons 2, 22, 23, 31, 32, 33, 34 Level 1, Module 4, Lessons 5, 8, 11, 13, 15, 17, 24</p>
<p><b>1.T.SS.2.a</b> Identify and explain the use of descriptive words in texts.</p>	<p>Level 1, Module 3, Lesson 22 Level 1, Module 4, Lesson 8</p>
<p><b>1.T.SS.2.b</b> Use descriptive words to craft engaging texts.</p>	<p>Level 1, Module 3, Lessons 2, 22, 23, 31, 32, 33, 34 Level 1, Module 4, Lessons 5, 8, 11, 13, 15, 17, 24</p>
<p><b>1.T.SS.2.c</b> This progression begins in 6th grade.</p>	

**DOMAIN: Texts (T) Students grow in their learning as they purposefully engage with texts.**

**III. BIG IDEA: Techniques (T) Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.**

<p><b>Georgia Standards</b></p>	<p><b>Aligned Components of <i>Arts &amp; Letters</i></b></p>
<p><b>1.T.T.1</b> Narrative Techniques: Identify and use narrative techniques to shape understanding.</p>	<p>Level 1, Module 1, Lessons 3, 8, 9, 10, 13, 15, 16, 18, 20, 25, 27, 30, 31, 32, 36, 37, 38 Level 1, Module 2, Lessons 3, 13, 25, 30 Level 1, Module 3, Lessons 3, 5, 15, 16, 17, 20, 21, 22, 25, 27, 31, 33, 37 Level 1, Module 4, Lessons 3, 4, 6, 15, 16, 17, 18, 19, 23, 24, 25, 27, 29, 30, 31, 32, 33, 36</p>
<p><b>1.T.T.1.a</b> Identify techniques used to craft stories, including characters, setting, major events, and dialogue.</p>	<p>Level 1, Module 1, Lessons 3, 8, 13, 18, 25, 30 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, 15, 23, 29</p>
<p><b>1.T.T.1.b</b></p> <p>Identify a simple plot with a problem and solution.</p>	<p>Level 1, Module 1, Lessons 3, 8, 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, 15, 23, 29</p>
<p><b>1.T.T.1.c</b></p> <p>Describe traits of the main characters and explain how their words and actions support the central message, Lessons, or moral of the story.</p>	<p>Level 1, Module 1, Lessons 8, 9, 10, 15, 16, 20, 27, 30, 31, 32, 36</p> <p>Level 1, Module 2, Lessons 5, 13, 15, 27, 32, 36</p> <p>Level 1, Module 3, Lessons 5, 16, 17, 20, 21, 22, 27, 33, 37</p> <p>Level 1, Module 4, Lessons 4, 16, 17, 24, 25, 29, 30, 31, 32, 33, 36</p>
<p><b>1.T.T.1.d</b></p> <p>With adult support, compare and contrast characters and their experiences in stories across diverse cultures.</p>	<p>Level 1, Module 3, Lesson 21</p> <p>Level 1, Module 4, Lessons 6, 18, 24, 27, 36</p>
<p><b>1.T.T.1.e</b></p> <p>Use knowledge of narrative techniques (e.g., characters, settings, events) to create texts that share real or imagined experiences and events with a sense of closure.</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</p> <p>Level 1, Module 4, Lessons 16, 17, 18, 19, 23, 24, 25, 26, 27</p>
<p><b>1.T.T.2</b></p> <p>Expository Techniques: Identify and use expository techniques to shape understanding.</p>	<p>Level 1, Module 2, Lessons 8, 9, 10, 13, 14, 15, 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 8, 9, 26, 32, 34</p> <p>Level 1, Module 4, Lessons 9, 10, 23, 26</p>
<p><b>1.T.T.2.a</b></p> <p>Identify techniques used to craft expository texts, including main topic and supporting details.</p>	<p>Level 1, Module 2, Lessons 8, 18, 19</p> <p>Level 1, Module 3, Lessons 8, 9</p> <p>Level 1, Module 4, Lessons 9, 10, 23, 26</p>
<p><b>1.T.T.2.b</b></p> <p>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</p> <p>Level 1, Module 3, Lessons 26, 32, 34</p> <p>Level 1, Module 4, Lessons 7, 26</p>

1 | Georgia's K-12 English Language Arts Standards Correlation to *Arts & Letters*

<p><b>1.T.T.2.c</b> Use knowledge of expository techniques to introduce a topic, supply facts about the topic, and provide a sense of closure.</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.T.T.3</b> Opinion Techniques: Identify and use opinion techniques to shape understanding.</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 Level 1, Module 4, Lessons 29, 30, 31, 32, 33, 36, 37, 38, 39</p>
<p><b>1.T.T.3.a</b> Identify techniques used to craft opinion texts, including the author's opinion and supporting reasons.</p>	<p>Level 1, Module 3, Lessons 32, 33</p>
<p><b>1.T.T.3.b</b> This progression begins in 9th grade.</p>	
<p><b>1.T.T.3.c</b> Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, and provides two or more reasons to support the opinion with linking words and and because.</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 Level 1, Module 4, Lessons 29, 30, 31, 32, 33, 36, 37, 38, 39</p>
<p><b>1.T.T.3.d</b> This progression begins in 9th grade.</p>	
<p><b>1.T.T.4</b> Poetic Techniques: Identify and use poetic techniques to shape understanding.</p>	<p>Level 1, Module 1, Lessons 3, 4</p>
<p><b>1.T.T.4.a</b> Identify and describe poetic techniques used to craft texts, including rhyme, alliteration, and repeated lines.</p>	<p>Level 1, Module 1, Lessons 3, 4</p>
<p><b>1.T.T.4.b</b> Use poetic techniques to create poems using simple words and/or phrases that may or may not rhyme.</p>	<p><i>Arts &amp; Letters</i> does not address this standard.</p>

**DOMAIN: Texts (T) Students grow in their learning as they purposefully engage with texts.**

**IV. BIG IDEA: Research & Analysis (RA)** Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

Georgia Standards	Aligned Components of Arts & Letters
<p><b>1.T.RA.1</b></p> <p>Research &amp; Inquiry: Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic.</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32, 35</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>Level 1, Module 3, Lessons 6, 11, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39</p>
<p><b>1.T.RA.1.a</b></p> <p>Ask questions about topics of interest for research.</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32, 35</p> <p>Level 1, Module 2, Lessons 6, 11, 13, 14, 16, 17, 18, 19, 20, 21, 24, 25, 26, 28, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 1, Module 3, Lessons 6, 11, 14, 15, 16, 17, 18, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39</p> <p>Level 1, Module 4, Lessons 6, 10, 11, 12, 13, 18, 26, 27, 29, 30, 31, 32, 33, 36, 37, 38, 39</p>
<p><b>1.T.RA.1.b</b></p> <p>Work collaboratively or individually to conduct research on a shared or personal topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids.</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32, 35</p> <p>Level 1, Module 2, Lessons 6, 11, 13, 14, 16, 17, 18, 19, 20, 21, 24, 25, 26, 28, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 1, Module 3, Lessons 6, 11, 14, 15, 16, 17, 18, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39</p> <p>Level 1, Module 4, Lessons 6, 10, 11, 12, 13, 18, 26, 27, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p><b>1.T.RA.1.c</b></p> <p>Share relevant and accurate information through a variety of different modes.</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32, 35</p> <p>Level 1, Module 2, Lessons 6, 11, 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 6, 11, 14, 15, 16, 17, 18, 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 6, 10, 11, 12, 13, 18, 26, 27, 29, 30, 31, 32, 33, 36, 37, 38, 39</p>

1 | Georgia's K-12 English Language Arts Standards Correlation to *Arts & Letters*

<p><b>1.T.RA.2</b> Curating Sources &amp; Evidence: Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.</p>	<p>Level 1, Module 1, Lessons 5, 6, 10, 11, 15, 16, 20, 21, 27, 32, 36 Level 1, Module 2, Lessons 5, 13, 15, 18, 25, 27, 29, 30, 32, 36 Level 1, Module 3, Lessons 5, 6, 11, 17, 18, 20, 22, 23, 24, 25, 27, 28, 29, 30, 33, 34, 37 Level 1, Module 4, Lessons 6, 12, 13, 18, 19, 26, 27, 32, 33</p>
<p><b>1.T.RA.2.a</b> Refer to parts of texts when supporting an idea, answer, or opinion.</p>	<p>Level 1, Module 1, Lessons 5, 10, 15, 20, 27, 32, 36 Level 1, Module 2, Lessons 5, 13, 15, 18, 25, 27, 29, 30, 32, 36 Level 1, Module 3, Lessons 5, 17, 20, 22, 24, 25, 27, 29, 30, 33, 37 Level 1, Module 4, Lessons 5, 10, 17, 25, 29, 31, 36</p>
<p><b>1.T.RA.2.b</b> Explore various sources of information, including print, digital, and personal communication.</p>	<p>Level 1, Module 1, Lessons 6, 11, 16, 21, 28, 33 Level 1, Module 2, Lessons 6, 11, 16, 21, 28, 33 Level 1, Module 3, Lessons 6, 11, 18, 23, 28, 29, 34 Level 1, Module 4, Lessons 6, 12, 13, 18, 19, 26, 27, 32, 33</p>
<p><b>1.T.RA.2.c</b> This progression begins in 5th grade.</p>	