





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.

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 & Letters</i>
<p>2.F.P.1 Phoneme-Grapheme Correspondences: Identify and produce phoneme-grapheme correspondences.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program. <i>Arts & Letters</i> intentionally does not address most foundational skills within core materials for grade levels K–2. Some exceptions include morphology instruction, which occurs throughout K–2, and fluency instruction, which begins in grade level 2. <i>Geodes</i>®, our accessible and information-rich books for emerging and developing readers, provide students with additional opportunities to apply their growing decoding skills while building knowledge on topics that align with <i>Arts & Letters</i> modules.</p>
<p>2.F.P.1.a Identify and produce all phoneme-grapheme correspondences for all consonants, including consonant blends and digraphs.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e, vowel digraphs, r-controlled vowels, and diphthongs.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.F.P.2 Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.F.P.2.a Decode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high-frequency words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

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<p>2.F.P.2.c Decode two-syllable nonsense words by applying rules of basic phonics skills (VVCC, VVCe, VCCC, VVCCC).</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.F.P.2.d Decode two-syllable words by applying knowledge of all major syllable types.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.F.P.2.e This progression ends in kindergarten.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.F.P.3 Encoding with Phonics: Use grade-level phonics skills to encode words in context and in isolation.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.F.P.3.a Encode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high-frequency words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.F.P.3.b Identify and encode irregularly spelled words, including high-frequency words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.F.P.3.c Encode two-syllable nonsense words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC).</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.F.P.3.d Encode two-syllable words by applying knowledge of all major syllable types.</p>	<p><i>Arts & 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 & Letters</i>
<p>2.F.F.1 Oral & 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>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 37, 38 Level 2, Module 2, Lessons 8, 9, 10, 11, 15, 35, 36, 37 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 8, 11, 13, 35, 36 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 26, 37</p>
<p>2.F.F.1.a 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>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 37, 38 Level 2, Module 2, Lessons 8, 9, 10, 11, 15, 35, 36, 37 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 8, 11, 35, 36 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 26, 37</p>
<p>2.F.F.1.b Read a wide range of grade-level texts aloud with increasing automaticity.</p>	<p>Level 2, Module 1, Lesson 2 Level 2, Module 2, Lessons 8, 37 Level 2, Module 3, Lesson 2 Level 2, Module 4, Lesson 2</p>
<p>2.F.F.1.c Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.</p>	<p>Level 2, Module 1, Lessons 3, 4, 5, 6 Level 2, Module 2, Lessons 9, 10, 11 Level 2, Module 3, Lesson 13</p>
<p>2.F.F.1.d Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.</p>	<p>Level 2, Module 1, Lessons 2, 6 Level 2, Module 2, Lessons 8, 37 Level 2, Module 3, Lessons 2, 6 Level 2, Module 4, Lessons 2, 6</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 & Letters</i>
<p>2.F.H.1 Motor Skills & Letter/Word Formation: Use fine motor skills to form legible letters and words in print.</p>	<p>Level 2, Module 1, Lessons 11, 12, 13, 14, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 7, 12, 15, 17, 19, 21, 22, 24, 25, 26, 30, 31, 36</p> <p>Level 2, Module 3, Lessons 6, 7, 8, 11, 13, 18, 24, 25, 30, 35</p> <p>Level 2, Module 4, Lessons 6, 9, 11, 13, 16, 18, 19, 25, 27, 28, 32</p>
<p>2.F.H.1.a Form all uppercase and lowercase letters and words with accuracy, consistency, and efficiency.</p>	<p>Level 2, Module 1, Lessons 19, 20, 21, 26, 27, 31, 32, 37</p> <p>Level 2, Module 2, Lessons 19, 21, 24, 25, 30, 31, 36</p> <p>Level 2, Module 3, Lessons 11, 18, 24, 35</p> <p>Level 2, Module 4, Lessons 13, 25, 32</p>
<p>2.F.H.1.b Form words and sentences efficiently.</p>	<p>Level 2, Module 1, Lessons 11, 12, 13, 14, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 7, 12, 15, 17, 19, 21, 22, 26, 31</p> <p>Level 2, Module 3, Lessons 6, 7, 8, 11, 13, 18, 25, 30, 35</p> <p>Level 2, Module 4, Lessons 6, 9, 11, 16, 19, 27, 28, 32</p>
<p>2.F.H.1.c Use appropriate spacing throughout the body of a text.</p>	<p>Level 2, Module 1, Lessons 19, 20, 21, 26, 27, 31, 32, 37</p> <p>Level 2, Module 2, Lessons 19, 21, 24, 25, 30, 31, 36</p> <p>Level 2, Module 3, Lessons 11, 18, 24, 35</p> <p>Level 2, Module 4, Lessons 13, 18, 25, 32</p>
<p>2.F.H.2 Transcription & 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 & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

<p>2.F.H.2.a Efficiently and accurately transcribe text.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.F.H.2.b Track and maintain speed and efficiency while forming words and sentences.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.F.H.3 Read Cursive: This standard only applies to the 3-5 grade band.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.F.H.4 Write Cursive: This standard only applies to the 3-5 grade band.</p>	<p><i>Arts & 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 (EEIC) 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.

<p>Georgia Standards</p>	<p>Aligned Components of <i>Arts & Letters</i></p>
<p>2.P.EICC.1 Reader & 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 2, 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, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37</p> <p>Level 2, 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</p> <p>Level 2, Module 4, Lessons 5, 10, 12, 18, 33, 36, 40</p>
<p>2.P.EICC.1.a Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.</p>	<p>Level 2, Module 1, Lessons 5, 10, 20, 29, 32, 33, 36</p> <p>Level 2, Module 2, Lessons 6, 25, 30, 34</p> <p>Level 2, Module 3, Lessons 12, 17, 24, 29, 34</p> <p>Level 2, Module 4, Lessons 5, 10, 18, 33, 36</p>

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<p>2.P.EICC.1.b</p> <p>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 2, Module 4, Lessons 12, 40</p>
<p>2.P.EICC.1.c</p> <p>Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.</p>	<p>Level 2, 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</p> <p>Level 2, 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</p> <p>Level 2, 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</p> <p>Level 2, 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</p>
<p>2.P.EICC.1.d</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 2, Module 1, Lessons 3, 4, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 35, 36, 37</p> <p>Level 2, Module 2, Lessons 2, 5, 8, 10, 11, 12, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 35, 36, 37</p> <p>Level 2, Module 3, Lessons 3, 5, 9, 10, 11, 12, 13, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 4, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 25, 26, 30, 32</p>
<p>2.P.EICC.1.e</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 2, Module 1, Lessons 5, 10, 20, 31, 32, 33, 36</p> <p>Level 2, Module 2, Lessons 6, 25, 30, 34</p> <p>Level 2, Module 3, Lessons 12, 13, 17, 24, 29, 34</p> <p>Level 2, Module 4, Lessons 5, 10, 18, 31, 36</p>

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<p>2.P.EICC.1.f</p> <p>Develop independence and autonomy as a reader and writer.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p>2.P.EICC.2</p> <p>Engagement & 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 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37</p> <p>Level 2, 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</p>
<p>2.P.EICC.2.a</p> <p>Share real or imagined experiences by interpreting and constructing texts that tell or include stories.</p>	<p>Level 2, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p>2.P.EICC.2.b</p> <p>Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37</p> <p>Level 2, 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</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39</p>

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<p>2.P.EICC.2.c</p> <p>Explain and learn concepts and processes by interpreting and constructing texts.</p>	<p>Level 2, Module 1, Lessons 13, 14, 15, 25, 27</p> <p>Level 2, Module 2, Lessons 3, 4, 7, 11, 12, 17, 21, 24, 25, 26</p> <p>Level 2, Module 3, Lessons 3, 4, 5, 6, 22, 24, 27, 29, 30</p> <p>Level 2, Module 4, Lessons 23, 24, 29, 33</p>
<p>2.P.EICC.2.d</p> <p>Interpret and construct texts to aid the analysis and evaluation of texts and ideas.</p>	<p>Level 2, Module 1, Lessons 3, 4, 5, 6, 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 2, Module 2, Lessons 3, 4, 5, 6, 7, 9, 10, 11, 12, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37</p> <p>Level 2, Module 3, Lessons 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 16, 17, 18, 22, 23, 24, 25, 27, 28, 29, 30, 31, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 16, 17, 18, 19, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p>2.P.EICC.2.e</p> <p>Consume and produce texts in order to solve problems or influence decisions.</p>	<p>Level 2, Module 1, Lesson 27</p> <p>Level 2, Module 4, Lessons 13, 18, 23</p>
<p>2.P.EICC.3</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 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 2, Module 2, 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, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p>
<p>2.P.EICC.3.a</p> <p>Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p>

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<p>2.P.EICC.3.b</p> <p>Scan and skim the text, making note of structures and sections that might be most useful.</p>	<p>Level 2, Module 1, Lessons 2, 7, 12, 17, 24, 29, 36</p> <p>Level 2, Module 2, Lessons 2, 6, 8, 10, 15, 22, 27, 29, 30</p> <p>Level 2, Module 3, Lessons 2, 8, 14, 17, 21, 26</p> <p>Level 2, Module 4, Lessons 2, 7, 12, 15, 22, 26, 28</p>
<p>2.P.EICC.3.c</p> <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 2, Module 1, Lessons 6, 7, 11, 16, 21, 28, 33</p> <p>Level 2, Module 2, Lessons 7, 12, 19, 21, 22, 26, 29, 31</p> <p>Level 2, Module 3, Lessons 6, 7, 10, 12, 13, 17, 18, 25, 30, 31</p> <p>Level 2, Module 4, Lessons 6, 11, 14, 19, 27, 32, 33</p>
<p>2.P.EICC.3.d</p> <p>Summarize and visualize sections of the text to maintain understanding.</p>	<p>Level 2, Module 1, Lessons 4, 8, 18, 30</p> <p>Level 2, Module 2, Lessons 23, 28</p> <p>Level 2, Module 3, Lessons 10, 22, 27, 28</p> <p>Level 2, Module 4, Lessons 3, 7, 8, 13</p>
<p>2.P.EICC.3.e</p> <p>Make and track predictions about the events and information likely to come next.</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 1.</p> <p>Level 1, Module 1, Lesson 6</p> <p>Level 1, Module 4, Lesson 9</p>
<p>2.P.EICC.3.f</p> <p>Make, track, and support inferences about different levels of meaning within the text.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34</p> <p>Level 2, Module 3, Lessons 10, 11, 14, 15, 16, 17, 18, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21</p>
<p>2.P.EICC.3.g</p> <p>Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 8, 14, 15, 19, 28, 30, 31</p> <p>Level 2, Module 2, Lessons 2, 3, 8, 10, 11, 16, 18, 21, 24</p> <p>Level 2, Module 3, Lessons 3, 9, 10, 11, 13, 16, 18, 22, 23, 27, 28</p> <p>Level 2, Module 4, Lessons 7, 8, 9, 11, 13, 17, 22, 23, 25, 26, 30, 32</p>

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<p>2.P.EICC.4</p> <p>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 2, Module 1, Lessons 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37</p> <p>Level 2, Module 2, Lessons 10, 11, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 30, 31, 35, 36, 37</p> <p>Level 2, Module 3, Lessons 6, 9, 10, 11, 12, 13, 15, 16, 17, 18, 22, 23, 24, 27, 34, 35</p> <p>Level 2, Module 4, Lessons 10, 11, 13, 14, 16, 17, 18, 22, 23, 24, 25, 28, 29, 30, 31, 32, 33, 34, 35, 38</p>
<p>2.P.EICC.4.a</p> <p>Establish a purpose and goals for writing and identify a target audience.</p>	<p>Level 2, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p> <p>Level 2, Module 2, Lessons 10, 11, 17, 18, 24, 25</p> <p>Level 2, Module 3, Lessons 9, 10, 13, 15</p> <p>Level 2, Module 4, Lessons 10, 11, 22, 23, 24, 25, 28, 31, 38</p>
<p>2.P.EICC.4.b</p> <p>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 2, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p> <p>Level 2, Module 3, Lessons 11, 16, 17, 18, 22, 23, 24, 34, 35</p> <p>Level 2, Module 4, Lessons 13, 14, 16, 17, 18, 30</p>
<p>2.P.EICC.4.c</p> <p>Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.</p>	<p>Level 2, Module 1, Lessons 11, 33, 36</p> <p>Level 2, Module 2, Lessons 11, 12, 23, 27, 28, 35</p> <p>Level 2, Module 3, Lessons 6, 9, 10, 11, 12, 16, 17, 22, 23, 27</p> <p>Level 2, Module 4, Lessons 10, 11, 13, 14, 16, 17, 24, 29, 30</p>
<p>2.P.EICC.4.d</p> <p>Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.</p>	<p>Level 2, Module 1, Lessons 19, 20, 31, 37</p> <p>Level 2, Module 2, Lessons 19, 36</p> <p>Level 2, Module 3, Lessons 9, 10, 16, 17, 18, 22, 23, 24, 34, 35</p> <p>Level 2, Module 4, Lessons 9, 10, 11, 17, 18, 22, 23, 34, 35</p>

<p>2.P.EICC.4.e</p> <p>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 2, Module 1, Lessons 18, 19, 25, 26, 30, 31, 36</p> <p>Level 2, Module 2, Lessons 19, 25, 26, 27, 30, 36, 37</p> <p>Level 2, Module 3, Lessons 11, 18, 24, 35</p> <p>Level 2, Module 4, Lessons 13, 14, 16, 18, 23, 25, 30, 32</p>
<p>2.P.EICC.4.f</p> <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.</p>	<p>Level 2, Module 1, Lessons 31, 33</p> <p>Level 2, Module 3, Lessons 13, 23, 34</p> <p>Level 2, Module 4, Lesson 38</p>
<p>2.P.EICC.4.g</p> <p>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.</p>	<p>Level 2, Module 1, Lessons 21, 28, 33, 36</p> <p>Level 2, Module 2, Lessons 20, 31, 37</p> <p>Level 2, Module 3, Lessons 12, 34</p> <p>Level 2, Module 4, Lesson 33</p>
<p>2.P.EICC.4.h</p> <p>Edit the text, ensuring it adheres to the conventions of written language.</p>	<p>Level 2, Module 1, Lessons 21, 28, 33, 36</p> <p>Level 2, Module 2, Lessons 20, 31, 37</p> <p>Level 2, Module 3, Lessons 12, 34</p> <p>Level 2, Module 4, Lesson 33</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.

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.

Georgia Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.P.ST.1</p> <p>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.</p>	<p>Level 2, Module 1, Lessons 6, 11, 16, 21, 28, 33</p> <p>Level 2, Module 2, Lessons 7, 12, 20, 26</p> <p>Level 2, Module 3, Lessons 13, 18, 25, 34</p> <p>Level 2, Module 4, Lessons 6, 11, 19, 32</p>

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<p>2.P.ST.1.a</p> <p>Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.</p>	<p>Level 2, Module 1, Lessons 6, 11, 16, 21, 28, 33</p> <p>Level 2, Module 2, Lessons 7, 12, 26</p> <p>Level 2, Module 3, Lessons 13, 18, 25, 34</p> <p>Level 2, Module 4, Lessons 6, 11, 19, 32</p>
<p>2.P.ST.1.b</p> <p>Consider how context impacts the purposes of the author and the audience.</p>	<p>Level 2, Module 3, Lesson 13</p> <p>Level 2, Module 4, Lesson 11</p>
<p>2.P.ST.1.c</p> <p>Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.</p>	<p>Level 2, Module 2, Lesson 20</p> <p>Level 2, Module 3, Lesson 13</p> <p>Level 2, Module 4, Lesson 6</p>
<p>2.P.ST.2</p> <p>Author, Audience, & 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 2, Module 1, Lessons 3, 4, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p> <p>Level 2, Module 2, Lessons 3, 10, 17, 18, 25, 29</p> <p>Level 2, Module 3, Lessons 3, 4, 7, 10, 11, 14, 16, 23, 28</p> <p>Level 2, Module 4, Lessons 9, 10, 17, 22, 23, 24, 25, 28, 30, 31, 38</p>
<p>2.P.ST.2.a</p> <p>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 2, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p> <p>Level 2, Module 3, Lessons 3, 7, 10, 11, 14, 16</p> <p>Level 2, Module 4, Lessons 10, 11, 22, 23, 24, 25, 28, 31, 38</p>
<p>2.P.ST.2.b</p> <p>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 2, Module 1, Lessons 3, 4</p>
<p>2.P.ST.2.c</p> <p>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 2, Module 1, Lessons 14, 19, 27</p> <p>Level 2, Module 2, Lessons 3, 29</p> <p>Level 2, Module 3, Lessons 4, 10, 11, 23, 28</p> <p>Level 2, Module 4, Lessons 9, 17, 30</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 & Letters</i>
<p>2.P.AC.1</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 2, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p> <p>Level 2, Module 2, Lessons 4, 5, 7, 9, 10, 17, 18, 23, 24, 25, 27, 28, 29, 31</p> <p>Level 2, Module 3, Lessons 9, 10, 11, 12, 13, 15, 28, 30</p> <p>Level 2, Module 4, Lessons 3, 8, 9, 10, 11, 13, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 38</p>
<p>2.P.AC.1.a</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 2, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p> <p>Level 2, Module 2, Lessons 10, 17, 18, 23, 25, 28</p> <p>Level 2, Module 3, Lessons 9, 10, 13, 15, 28</p> <p>Level 2, Module 4, Lessons 3, 8, 10, 11, 13, 22, 23, 24, 25, 28, 31, 38</p>
<p>2.P.AC.1.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 2, Module 1, Lessons 13, 19, 31</p> <p>Level 2, Module 3, Lessons 10, 11</p> <p>Level 2, Module 4, Lessons 9, 23, 28</p>
<p>2.P.AC.1.c</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 2, Module 1, Lessons 17, 18</p> <p>Level 2, Module 2, Lessons 10, 29</p> <p>Level 2, Module 3, Lessons 12, 13</p> <p>Level 2, Module 4, Lesson 33</p>
<p>2.P.AC.1.d</p> <p>Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.</p>	<p>Level 2, Module 1, Lessons 15, 16, 17, 19, 20, 24, 25, 26, 31, 32, 33</p> <p>Level 2, Module 2, Lessons 4, 5, 7, 9, 10, 17, 24, 27, 31</p> <p>Level 2, Module 3, Lessons 28, 30</p> <p>Level 2, Module 4, Lessons 23, 24, 26, 29, 30, 32</p>

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<p>2.P.AC.2</p> <p>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 2, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 10, 11, 12, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 35, 36, 37</p> <p>Level 2, Module 3, Lessons 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 35</p> <p>Level 2, Module 4, Lessons 10, 11, 12, 13, 14, 16, 17, 18, 19, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33</p>
<p>2.P.AC.2.a</p> <p>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 2, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 11, 12, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 35, 36, 37</p> <p>Level 2, Module 3, Lessons 11, 12, 13, 14, 16, 17, 18, 19, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33</p> <p>Level 2, Module 4, Lessons 11, 12, 13, 14, 16, 17, 18, 19, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33</p>
<p>2.P.AC.2.b</p> <p>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 2, Module 3, Lessons 7, 11, 13, 18, 23, 24, 35</p>
<p>2.P.AC.2.c</p> <p>Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.</p>	<p>Level 2, Module 2, Lessons 7, 12, 19, 31</p>
<p>2.P.AC.2.d</p> <p>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 2, Module 2, Lessons 10, 11, 17, 24</p> <p>Level 2, Module 3, Lessons 9, 10, 11, 16, 17, 18, 22, 23, 24, 34, 35</p> <p>Level 2, Module 4, Lessons 10, 13, 16, 17, 18, 23, 25, 30, 31, 32</p>

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<p>2.P.AC.3 Text Design: Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.</p>	<p>Level 2, Module 1, Lessons 4, 7, 9, 12, 14, 15, 16, 17, 19, 21, 24, 25, 26, 27, 28, 29, 31 Level 2, Module 2, Lessons 2, 4, 5, 10, 11, 12, 15, 18, 24, 29 Level 2, Module 3, Lessons 3, 4, 6, 9, 10, 11, 13, 16, 18, 22, 23, 25, 27, 28 Level 2, Module 4, Lessons 2, 4, 7, 9, 17, 22, 24, 26, 30, 33</p>
<p>2.P.AC.3.a 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 2, Module 1, Lessons 4, 9, 14, 15, 19, 27, 31 Level 2, Module 2, Lessons 4, 5, 11, 18, 24, 29 Level 2, Module 3, Lessons 4, 10, 11, 16, 23, 28 Level 2, Module 4, Lessons 4, 9, 17, 24, 26, 30</p>
<p>2.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.</p>	<p>Level 2, Module 3, Lessons 3, 9, 22, 27 Level 2, Module 4, Lesson 24</p>
<p>2.P.AC.3.c Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.</p>	<p>Level 2, Module 1, Lessons 25, 26 Level 2, Module 2, Lessons 5, 10 Level 2, Module 3, Lesson 28 Level 2, Module 4, Lessons 24, 33</p>
<p>2.P.AC.3.d 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 2, Module 1, Lessons 7, 12, 14, 16, 17, 21, 24, 25, 27, 28, 29 Level 2, Module 2, Lessons 2, 5, 12, 15 Level 2, Module 3, Lessons 4, 6, 11, 13, 18, 25 Level 2, Module 4, Lessons 2, 7, 22</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 & Letters</i>
<p>2.P.CP.1 Collaboration: Collaborate with others to accomplish shared goals and projects.</p>	<p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 34, 35</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 16, 17, 18, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p>
<p>2.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 34, 35</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 16, 17, 18, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p>
<p>2.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.</p>	<p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 16, 17, 18, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p>
<p>2.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.</p>	<p>Level 2, Module 1, Lessons 2, 5, 10, 20, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 4, Lessons 5, 31, 36</p>

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<p>2.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 34, 35</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 16, 17, 18, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p>
<p>2.P.CP.2 Presentation: Use presentation skills to tailor communication to target audiences for specific purposes.</p>	<p>Level 2, Module 2, Lessons 6, 12, 17, 19, 23, 25, 26, 30, 34, 36, 37</p> <p>Level 2, Module 3, Lessons 11, 12, 17, 18, 24, 26, 28, 29, 30, 31, 34, 35</p> <p>Level 2, Module 4, Lessons 5, 10, 14, 18, 24, 25, 27, 30, 31, 32, 35, 36, 37, 38</p>
<p>2.P.CP.2.a Communicate clearly to present ideas, information, and texts.</p>	<p>Level 2, Module 1, Lessons 5, 10, 20, 32, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 6, 12, 17, 19, 23, 25, 26, 30, 34, 36, 37</p> <p>Level 2, Module 3, Lessons 11, 12, 17, 18, 24, 29, 30, 31, 34, 35</p> <p>Level 2, Module 4, Lessons 5, 10, 14, 18, 24, 25, 27, 30, 31, 32, 36, 38</p>
<p>2.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience.</p>	<p>Level 2, Module 3, Lessons 26, 28, 29, 30, 31</p> <p>Level 2, Module 4, Lessons 36, 37</p>
<p>2.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.</p>	<p>Level 2, Module 3, Lessons 26, 28, 29, 30, 31</p> <p>Level 2, Module 4, Lessons 36, 37</p>
<p>2.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.</p>	<p>Level 2, Module 4, Lesson 38</p>
<p>2.P.CP.2.e Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.</p>	<p>Level 2, Module 1, Lesson 2</p> <p>Level 2, Module 4, Lessons 35, 36</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 & Letters</i>
<p>2.L.GC.1 Grammar, Usage, & 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 2, Module 1, Lessons 14, 16, 19, 20, 21, 26, 30, 31, 36, 37 Level 2, Module 2, Lessons 15, 16, 19, 20, 21, 22, 26, 30, 31, 36, 37 Level 2, Module 3, Lessons 6, 8, 11, 14, 17, 20, 23, 25, 30, 34, 35, 36 Level 2, Module 4, Lessons 8, 9, 11, 12, 13, 14, 15, 17, 18, 19, 25, 26, 28, 32, 33</p>
<p>2.L.GC.1.8 Grammar: Use adjectives and adverbs. (Master)</p>	<p>Level 2, Module 1, Lesson 14 Level 2, Module 3, Lessons 14, 17, 23, 25, 34, 35, 36 Level 2, Module 4, Lessons 8, 9, 14, 18, 19, 25, 26, 32, 33</p>
<p>2.L.GC.1.9 Grammar: Use common and proper nouns. (Master)</p>	<p>Level 2, Module 2, Lessons 15, 19, 20, 21, 26, 30, 31, 36, 37</p>
<p>2.L.GC.1.10 Grammar: Form and use the simple verb tenses. (Master)</p>	<p>Level 2, Module 2, Lessons 20, 22, 26, 36, 37</p>
<p>2.L.GC.1.11 Usage: Use determiners (articles, possessive determiners, demonstrative adjectives). (Master)</p>	<p>Level 2, Module 4, Lessons 13, 18, 25</p>
<p>2.L.GC.1.12 Mechanics: Capitalize proper nouns. (Master)</p>	<p>Level 2, Module 2, Lessons 21, 26, 30, 31, 36, 37</p>
<p>2.L.GC.1.13 Mechanics: Use periods, exclamation marks, and question marks at the end of sentences. (Master)</p>	<p>Level 2, Module 1, Lesson 21</p>

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<p>2.L.GC.1.14 Grammar: Form plural nouns by changing -y to -ies. (Master)</p>	<p>Level 2, Module 2, Lessons 16, 19, 20, 26, 30, 31, 36, 37</p>
<p>2.L.GC.1.15 Grammar: Use personal pronouns (subject, object, and possessive). (Master)</p>	<p>Level 2, Module 3, Lessons 8, 11, 25</p>
<p>2.L.GC.1.16 Grammar: Use frequently occurring prepositions. (Master)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 1. Level 1, Module 2, Lesson 24 Level 1, Module 4, Lesson 3</p>
<p>2.L.GC.1.17 Mechanics: Use commas to separate items in a series and to format dates, addresses, salutations, and closings. (Master)</p>	<p>Level 2, Module 4, Lessons 12, 14</p>
<p>2.L.GC.1.18 Mechanics: Use apostrophes to form contractions and singular possessive nouns. (Continue)</p>	<p>Level 2, Module 3, Lesson 20 Level 2, Module 4, Lesson 15</p>
<p>2.L.GC.1.19 Grammar: Form and use irregular plural nouns. (Continue)</p>	<p>Level 2, Module 1, Lessons 16, 19, 20, 26, 30, 31, 36, 37</p>
<p>2.L.GC.1.20 Grammar: Form and use the past tense of irregular verbs. (Continue)</p>	<p>Level 2, Module 2, Lessons 20, 22, 26, 36, 37</p>
<p>2.L.GC.1.21 Grammar: Use coordinating conjunctions to join words, phrases, or clauses. (Continue)</p>	<p>Level 2, Module 3, Lessons 6, 30 Level 2, Module 4, Lessons 11, 17, 19, 28</p>
<p>2.L.GC.1.22 Grammar: Form and use verbs by adding -d or -es. (Introduce, Master)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 1. Level 1, Module 2, Lesson 21 Level 1, Module 3, Lessons 3, 4, 29, 31 Level 1, Module 4, Lessons 12, 30</p>

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<p>2.L.GC.1.23 Grammar: Use collective and abstract nouns. (Introduce)</p>	<p><i>Arts & Letters</i> addresses using abstract nouns in grade level 3. Level 3, Module 1, Lessons 11, 13</p>
<p>2.L.GC.1.24 Grammar: Use reflexive pronouns. (Introduce)</p>	<p>Level 2, Module 3, Lessons 8, 11, 25</p>
<p>2.L.GC.1.25 Mechanics: Use commas with coordinating conjunctions to join independent clauses. (Introduce)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 3. Level 3, Module 1, Lessons 11, 16, 24, 33 Level 3, Module 2, Lessons 7, 14 Level 3, Module 4, Lessons 4, 14, 29</p>
<p>2.L.GC.1.26 Mechanics: Use hyphens to divide words at line breaks. (Introduce)</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>2.L.GC.1.27 Grammar: Form and use prepositional phrases. (Introduce)</p>	<p><i>Arts & Letters</i> addresses this standard grade level 4. Level 4, Module 2, Lesson 34 Level 4, Module 4, Lesson 21</p>
<p>2.L.GC.1.28 Grammar: Form and use comparative and superlative adjectives and adverbs. (Introduce)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 3. Level 3, Module 3, Lessons 22, 34, 35 Level 3, Module 4, Lesson 25</p>
<p>2.L.GC.1.29 Usage: Ensure pronoun-antecedent agreement. (Introduce)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 3. Level 3, Module 4, Lessons 24, 29, 31, 33</p>
<p>2.L.GC.1.30 Mechanics: Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue. (Introduce)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 3. Level 3, Module 3, Lessons 23, 24, 26, 33, 37, 38</p>

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<p>2.L.GC.2 Syntax: Recognize and compose coherent sentences that express complete thoughts.</p>	<p>Level 2, Module 1, Lessons 11, 12, 13, 14, 15, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38 Level 2, Module 2, Lessons 7, 12, 15, 17, 19, 21, 22, 26, 31 Level 2, Module 3, Lessons 7, 13, 14, 17, 18, 23, 25, 34 Level 2, Module 4, Lessons 6, 11, 14, 18, 19, 25, 26</p>
<p>2.L.GC.2.a Distinguish between simple and compound sentences, and identify the sentence type (i.e., declarative, imperative, interrogative, and exclamatory).</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 1. Level 1, Module 1, Lessons 21, 32, 33 Level 1, Module 2, Lessons 11, 14 Level 1, Module 3, Lesson 19</p>
<p>2.L.GC.2.b Use a variety of simple and compound sentences (including a variety of sentence types) to develop clarity and coherence in written texts.</p>	<p>Level 2, Module 1, Lessons 11, 12, 13, 14, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38 Level 2, Module 2, Lessons 7, 12, 15, 17, 19, 21, 22, 26, 31 Level 2, Module 3, Lessons 7, 13, 18 Level 2, Module 4, Lessons 6, 11</p>
<p>2.L.GC.2.c Use correct subject and verb agreement in sentence constructions.</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 3. Level 3, Module 4, Lessons 24, 29</p>
<p>2.L.GC.2.d Develop ideas or information in texts by using adjectives or adverbs to add details or clarify meaning.</p>	<p>Level 2, Module 1, Lessons 14, 15 Level 2, Module 3, Lessons 14, 17, 23, 25, 34 Level 2, Module 4, Lessons 14, 18, 19, 25, 26</p>
<p>2.L.GC.2.e 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.

Georgia Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.L.V.1 General, Academic, & Specialized Vocabulary: Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.</p>	<p>Level 2, Module 1, Lessons 3, 4, 5, 8, 9, 10, 15, 19, 20, 29, 31, 32 Level 2, Module 2, Lessons 2, 3, 6, 8, 10, 11, 12, 16, 18, 21, 24, 25, 29, 30 Level 2, Module 3, Lessons 3, 6, 7, 9, 10, 11, 12, 13, 16, 17, 18, 22, 23, 24, 25, 27, 28, 29, 30, 31, 34, 35, 36 Level 2, Module 4, Lessons 4, 5, 6, 7, 9, 10, 11, 14, 16, 17, 18, 19, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 38</p>
<p>2.L.V.1.a Acquire and apply general, academic, and specialized vocabulary words and phrases through grade-level texts and content.</p>	<p>Level 2, Module 1, Lessons 3, 4, 9, 15, 19, 29, 31 Level 2, Module 2, Lessons 2, 3, 8, 10, 11, 16, 18, 21, 24, 29 Level 2, Module 3, Lessons 3, 9, 10, 11, 13, 22, 23, 27, 28 Level 2, Module 4, Lessons 9, 11, 17, 23, 25, 26, 29</p>
<p>2.L.V.1.b Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.</p>	<p>Level 2, Module 1, Lessons 5, 8, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38 Level 2, Module 2, Lessons 6, 11, 12, 25, 30 Level 2, Module 3, Lessons 6, 7, 9, 10, 12, 13, 16, 17, 18, 23, 24, 25, 27, 29, 30, 31, 34, 35, 36 Level 2, Module 4, Lessons 4, 5, 6, 7, 10, 11, 14, 16, 18, 19, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 38</p>
<p>2.L.V.2 Word Analysis: Acquire and apply word analysis skills to deconstruct and construct words to make meaning.</p>	<p>Level 2, Module 1, Lessons 9, 23, 35 Level 2, Module 2, Lessons 3, 14, 21, 24, 33 Level 2, Module 3, Lessons 3, 13, 18, 20, 22, 33 Level 2, Module 4, Lessons 17, 21, 22, 23, 25, 32, 35</p>

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<p>2.L.V.2.a Identify and use frequently occurring root words and affixes (e.g., prefixes, suffixes) to deconstruct words to determine or clarify meaning.</p>	<p>Level 2, Module 1, Lesson 9 Level 2, Module 2, Lessons 3, 21, 24 Level 2, Module 3, Lessons 3, 13, 18, 22 Level 2, Module 4, Lessons 17, 22, 23, 25, 32</p>
<p>2.L.V.2.b This progression begins in 3rd grade.</p>	
<p>2.L.V.2.c Construct words using frequently occurring root words and affixes.</p>	<p>Level 2, Module 1, Lessons 9, 23, 35 Level 2, Module 2, Lessons 14, 33 Level 2, Module 3, Lessons 20, 33 Level 2, Module 4, Lessons 21, 35</p>
<p>2.L.V.2.d This progression begins in 6th grade.</p>	
<p>2.L.V.3 Meaning & 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 2, Module 1, Lessons 3, 4, 5, 10, 15, 19, 20, 26, 27, 29, 31, 32, 36, 37 Level 2, Module 2, Lessons 2, 6, 10, 11, 16, 18, 19, 21, 23, 24, 25, 30, 31, 36 Level 2, Module 3, Lessons 1, 3, 4, 6, 7, 9, 10, 11, 12, 13, 16, 17, 18, 22, 23, 24, 25, 27, 29, 30, 31, 34, 35, 36 Level 2, Module 4, Lessons 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16, 18, 19, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 38</p>
<p>2.L.V.3.a Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p>	<p>Level 2, Module 1, Lessons 3, 4, 15, 29, 31 Level 2, Module 2, Lessons 2, 10, 11, 16, 18 Level 2, Module 3, Lessons 3, 9, 10, 11, 13, 16, 22, 23 Level 2, Module 4, Lessons 7, 8, 13, 23, 26</p>
<p>2.L.V.3.b Determine the relationship between words and their synonyms and antonyms.</p>	<p>Level 2, Module 2, Lesson 18 Level 2, Module 3, Lessons 1, 4 Level 2, Module 4, Lesson 4</p>

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<p>2.L.V.3.c Distinguish shades of meaning among verbs that differ in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic).</p>	<p>Level 2, Module 2, Lesson 23 Level 2, Module 4, Lessons 7, 9, 16</p>
<p>2.L.V.3.d Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Level 2, Module 2, Lesson 10 Level 2, Module 4, Lesson 16</p>
<p>2.L.V.3.e Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.</p>	<p>Level 2, Module 1, Lessons 5, 10, 19, 20, 26, 27, 31, 32, 36, 37 Level 2, Module 2, Lessons 6, 19, 21, 24, 25, 30, 31, 36 Level 2, Module 3, Lessons 6, 7, 9, 10, 12, 13, 16, 17, 18, 23, 24, 25, 27, 29, 30, 31, 34, 35, 36 Level 2, Module 4, Lessons 4, 5, 6, 7, 10, 11, 14, 16, 18, 19, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 38</p>

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.

Georgia Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.T.C.1 Purpose & Audience: Explain how authors of texts use language for a specific purpose and a target audience.</p>	<p>Level 2, Module 1, Lessons 14, 25, 26 Level 2, Module 2, Lessons 4, 5, 7, 9, 10, 18, 27, 31 Level 2, Module 3, Lessons 3, 7, 26, 27, 28, 29, 30 Level 2, Module 4, Lessons 23, 24, 26, 29, 30, 32, 33, 36, 38</p>
<p>2.T.C.1.a Determine the general purpose and target audience in a variety of texts.</p>	<p>Level 2, Module 1, Lesson 14 Level 2, Module 2, Lesson 18 Level 2, Module 3, Lessons 3, 7 Level 2, Module 4, Lessons 24, 29, 33</p>
<p>2.T.C.1.b Recognize different modes of communication: print, digital, auditory, spoken, visual, and multimodal.</p>	<p>Level 2, Module 1, Lessons 25, 26 Level 2, Module 2, Lessons 4, 5, 7, 9, 10, 27, 31 Level 2, Module 3, Lessons 28, 30</p>

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	Level 2, Module 4, Lessons 23, 24, 26, 29, 30, 32, 38
2.T.C.1.c Choose two or more modes and create a multimodal text on a self-selected topic.	Level 2, Module 3, Lessons 26, 27, 28, 29 Level 2, Module 4, Lesson 36
2.T.C.2 Authors & Speakers: Investigate the relationships between authors and speakers in texts.	Level 2, Module 3, Lesson 23 Level 2, Module 4, Lesson 8
2.T.C.2.a Use examples of language from the text to identify various points of view (e.g., first person, third person).	Level 2, Module 3, Lesson 23 Level 2, Module 4, Lessons 8, 23
2.T.C.2.b This progression begins in 6th grade.	
2.T.C.2.c This progression begins in 3rd grade.	
2.T.C.2.d 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.

Georgia Standards	Aligned Components of <i>Arts & Letters</i>
2.T.SS.1 Organization: Identify and use organizational structures to craft meaning.	Level 2, Module 1, Lessons 13, 14, 15, 19, 25, 26, 27, 31, 37 Level 2, Module 2, Lessons 3, 4, 5, 9, 10, 11 Level 2, Module 3, Lessons 4, 7, 13, 18, 23, 27 Level 2, Module 4, Lessons 11, 19, 25, 26, 28, 29, 33

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<p>2.T.SS.1.a Explain how various text features (e.g., captions, subheadings, charts, indexes) contribute to meaning and organization of texts.</p>	<p>Level 2, Module 1, Lessons 13, 14, 15, 25, 26, 27 Level 2, Module 2, Lessons 3, 4, 5, 11 Level 2, Module 3, Lessons 4, 23, 27 Level 2, Module 4, Lessons 29, 33</p>
<p>2.T.SS.1.b Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.</p>	<p>Level 2, Module 1, Lessons 13, 15, 25, 27 Level 2, Module 2, Lessons 4, 5, 9, 10, 11 Level 2, Module 3, Lessons 23, 27 Level 2, Module 4, Lesson 29</p>
<p>2.T.SS.1.c Use conjunctions and transition words or phrases to sequence events and actions.</p>	<p>Level 2, Module 1, Lessons 19, 26, 31, 37 Level 2, Module 3, Lessons 7, 13, 18 Level 2, Module 4, Lessons 11, 19, 25, 26, 28, 33</p>
<p>2.T.SS.1.d This progression begins in 3rd grade.</p>	
<p>2.T.SS.2 Craft: Identify and use descriptive and engaging language.</p>	<p>Level 2, Module 1, Lessons 4, 27, 31 Level 2, Module 3, Lessons 17, 23, 34, 35 Level 2, Module 4, Lessons 8, 19, 33</p>
<p>2.T.SS.2.a Identify the difference between literal and nonliteral or figurative language in texts.</p>	<p>Level 2, Module 1, Lessons 4, 31</p>
<p>2.T.SS.2.b Use descriptive words to craft engaging texts.</p>	<p>Level 2, Module 1, Lesson 27 Level 2, Module 3, Lessons 23, 34, 35 Level 2, Module 4, Lessons 8, 19, 33</p>
<p>2.T.SS.2.c 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.

Georgia Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.T.T.1 Narrative Techniques: Identify and use narrative techniques to shape understanding.</p>	<p>Level 2, Module 1, Lessons 3, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38 Level 2, Module 2, Lessons 27, 30 Level 2, Module 3, Lessons 3, 15, 16, 17, 34 Level 2, Module 4, Lessons 2, 3, 4, 7, 8, 9, 11, 12, 13, 15, 16, 18, 19</p>
<p>2.T.T.1.a Identify and describe techniques used to craft stories, including characters, setting, major events, and dialogue.</p>	<p>Level 2, Module 1, Lessons 3, 18, 30 Level 2, Module 2, Lesson 27 Level 2, Module 3, Lessons 3, 15 Level 2, Module 4, Lessons 8, 13, 16</p>
<p>2.T.T.1.b Identify the major plot events that occur between a problem and solution.</p>	<p>Level 2, Module 1, Lessons 3, 18, 30 Level 2, Module 2, Lesson 27 Level 2, Module 3, Lessons 3, 15 Level 2, Module 4, Lessons 8, 13, 16</p>
<p>2.T.T.1.c Identify and describe how characters' responses to major challenges or events support the central message, Lessons, or moral of the story.</p>	<p>Level 2, Module 1, Lessons 10, 20, 32 Level 2, Module 2, Lesson 30 Level 2, Module 3, Lessons 15, 16, 17, 34 Level 2, Module 4, Lessons 2, 3, 4, 7, 9, 12, 15, 16</p>
<p>2.T.T.1.d Compare and contrast two or more versions of the same story by different authors or from diverse cultures.</p>	<p>Level 2, Module 4, Lessons 11, 18, 19</p>
<p>2.T.T.1.e Use knowledge of narrative techniques (e.g., characters, settings, events, dialogue) to create texts that recount real or imagined experiences and events with a sense of closure.</p>	<p>Level 2, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>

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<p>2.T.T.2 Expository Techniques: Identify and use expository techniques to shape understanding.</p>	<p>Level 2, Module 1, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 33, 35, 36</p> <p>Level 2, Module 2, 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, 33, 34, 35, 36, 37</p> <p>Level 2, Module 3, Lessons 3, 4, 5, 6, 9, 10, 11, 12, 13, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 23, 24, 25, 29, 33</p>
<p>2.T.T.2.a Identify and describe techniques used to craft expository texts, including main idea and key supporting details within specific paragraphs.</p>	<p>Level 2, Module 1, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 33, 35, 36</p> <p>Level 2, Module 2, 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, 31, 33, 34</p> <p>Level 2, Module 3, Lessons 3, 9, 22, 27</p> <p>Level 2, Module 4, Lessons 23, 25, 29</p>
<p>2.T.T.2.b Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Level 2, Module 1, Lessons 13, 14, 15, 25, 27</p> <p>Level 2, Module 2, Lessons 3, 4, 7, 11, 12, 17, 21, 24, 25, 26</p> <p>Level 2, Module 3, Lessons 3, 4, 5, 6, 22, 24, 27, 29, 30</p> <p>Level 2, Module 4, Lessons 23, 24, 29, 33</p>
<p>2.T.T.2.c Use knowledge of expository techniques to create texts that introduce a topic, use facts and definitions to supply facts about the topic, and provide a concluding statement or section.</p>	<p>Level 2, Module 2, Lessons 11, 12, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 35, 36, 37</p> <p>Level 2, Module 3, Lessons 9, 10, 11, 12, 13, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 34, 35, 36</p>
<p>2.T.T.3 Opinion Techniques: Identify and use opinion techniques to shape understanding.</p>	<p>Level 2, Module 3, Lessons 9, 10, 13, 15</p> <p>Level 2, Module 4, Lessons 11, 12, 13, 14, 16, 17, 18, 19, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33</p>
<p>2.T.T.3.a Identify and describe techniques used to craft opinion texts, including the author's opinion, supporting reasons, and facts.</p>	<p>Level 2, Module 3, Lessons 9, 10, 13, 15</p> <p>Level 2, Module 4, Lessons 24, 29</p>

<p>2.T.T.3.b This progression begins in 9th grade.</p>	
<p>2.T.T.3.c Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons to support the opinion with linking words (e.g., because, and, also), and provide a conclusion.</p>	<p>Level 2, Module 4, Lessons 11, 12, 13, 14, 16, 17, 18, 19, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33</p>
<p>2.T.T.3.d This progression begins in 9th grade.</p>	
<p>2.T.T.4 Poetic Techniques: Identify and use poetic techniques to shape understanding.</p>	<p>Level 2, Module 1, Lessons 3, 4, 31</p>
<p>2.T.T.4.a Identify, classify, and describe poetic techniques used to craft texts, including rhyme, alliteration, repeated lines, stanzas, and line breaks.</p>	<p>Level 2, Module 1, Lessons 3, 4, 31</p>
<p>2.T.T.4.b Use poetic techniques to create poems using words and/or phrases that may or may not rhyme.</p>	<p><i>Arts & 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.

<p>Georgia Standards</p>	<p>Aligned Components of <i>Arts & Letters</i></p>
<p>2.T.RA.1 Research & 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 2, Module 3, Lessons 2, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36 Level 2, Module 4, Lessons 2, 6, 7, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p>2.T.RA.1.a Generate questions about self-selected topics of interest for research.</p>	<p>Level 2, Module 1, Lessons 2, 29 Level 2, Module 2, Lessons 2, 8, 15, 20, 22, 27</p>

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	<p>Level 2, Module 3, Lessons 2, 8, 14, 21, 26</p> <p>Level 2, Module 4, Lessons 2, 7, 12, 15, 22, 28</p>
<p>2.T.RA.1.b</p> <p>Work collaboratively or individually to conduct research to answer questions on a shared or personal topic of interest by gathering and organizing information from multiple sources using graphic organizers or other support aids.</p>	<p>Level 2, Module 1, Lessons 11, 16, 21, 28, 33, 36</p> <p>Level 2, Module 2, Lessons 7, 11, 12, 17, 18, 19, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31</p> <p>Level 2, Module 3, Lessons 6, 7, 9, 10, 11, 12, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 6, 11, 13, 14, 16, 17, 18, 19, 23, 24, 25, 27, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p>2.T.RA.1.c</p> <p>Organize and share related, relevant, and accurate information through a variety of different modes.</p>	<p>Level 2, Module 1, Lessons 11, 16, 21, 28, 33, 36</p> <p>Level 2, Module 2, Lessons 7, 11, 12, 17, 18, 19, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 36</p> <p>Level 2, Module 3, Lessons 16, 17, 18, 22, 23, 24, 27, 28, 29, 31, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 36, 37, 38</p>
<p>2.T.RA.2</p> <p>Curating Sources & 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 2, Module 1, Lessons 5, 6, 10, 11, 16, 20, 21, 28, 32, 33, 36</p> <p>Level 2, Module 2, Lessons 6, 11, 12, 19, 21, 23, 25, 26, 27, 28, 30, 31, 34, 35</p> <p>Level 2, Module 3, Lessons 6, 7, 9, 12, 13, 16, 17, 22, 24, 27, 29</p> <p>Level 2, Module 4, Lessons 5, 6, 10, 11, 13, 14, 16, 18, 19, 27, 29, 30, 31, 32, 33</p>
<p>2.T.RA.2.a</p> <p>Refer to specific parts of texts when supporting an idea, answer, or opinion.</p>	<p>Level 2, Module 1, Lessons 5, 10, 20, 32, 36</p> <p>Level 2, Module 2, Lessons 6, 11, 23, 25, 27, 28, 30, 34, 35</p> <p>Level 2, Module 3, Lessons 9, 12, 16, 17, 22, 24, 27, 29</p> <p>Level 2, Module 4, Lessons 5, 10, 13, 16, 18, 29, 30, 31</p>
<p>2.T.RA.2.b</p> <p>Explore various sources of information, including print, digital, and personal communication, and discuss connections to various topics.</p>	<p>Level 2, Module 1, Lessons 6, 11, 16, 21, 28, 33</p> <p>Level 2, Module 2, Lessons 7, 12, 19, 21, 26, 31</p> <p>Level 2, Module 3, Lessons 6, 7, 13, 18, 25, 30, 31</p>

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	Level 2, Module 4, Lessons 6, 11, 14, 19, 27, 32, 33
2.T.RA.2.c This progression begins in 5th grade.	