





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) This big idea only applies to kindergarten and 1st grade.

Georgia Standards	Aligned Components of <i>Arts & Letters</i>
<p>4.F.P.1 Phoneme-Grapheme Correspondences: This standard only applies to the K-2 grade band.</p>	

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

II. BIG IDEA: Concepts of Print (CP) This big idea only applies to kindergarten.

Georgia Standards	Aligned Components of <i>Arts & Letters</i>
<p>4.F.P.2 Decoding with Phonics: This standard only applies to the K-2 grade band.</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 & Letters</i>
<p>4.F.P.3 Encoding with Phonics: This standard only applies to the K-2 grade band.</p>	
<p>4.F.P.4 Decoding & Encoding with Phonics: Use knowledge of phonics to decode and encode grade-level words.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 16, 18, 19, 23, 24, 31, 32, 35</p> <p>Level 4, Module 2, Lessons 2, 3, 4, 5, 6, 7, 10, 12, 17, 18, 19, 20, 22, 24, 25, 26, 28, 29, 36, 38</p> <p>Level 4, Module 3, Lessons 2, 4, 6, 7, 9, 10, 12</p> <p>Level 4, Module 4, Lessons 3, 4, 5, 7, 8, 12, 15, 18, 19, 23, 27, 28</p>

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

<p>4.F.P.4.a Decode and encode words with graphemes that represent multiple letter-sound correspondences.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 16, 18, 19, 23, 24, 31, 32, 35 Level 4, Module 2, Lessons 2, 3, 5, 6, 7, 10, 12, 17, 18, 19, 20, 22, 24, 26, 28, 29, 36 Level 4, Module 3, Lessons 2, 4, 6, 7, 9, 10, 12 Level 4, Module 4, Lessons 3, 4, 5, 7, 8, 12, 15, 18, 19, 23, 27, 28</p>
<p>4.F.P.4.b Decode and encode single-syllable and multisyllabic words of all syllable types</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 16, 18, 19, 23, 24, 31, 32, 35 Level 4, Module 2, Lessons 2, 3, 5, 6, 7, 10, 12, 17, 18, 19, 20, 22, 24, 26, 28, 29, 36 Level 4, Module 3, Lessons 2, 4, 6, 7, 9, 10, 12 Level 4, Module 4, Lessons 3, 4, 5, 7, 8, 12, 15, 18, 19, 23, 27, 28</p>
<p>4.F.P.4.c Decode and encode words with common prefixes and suffixes.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 16, 18, 19, 23, 24, 31, 32, 35 Level 4, Module 2, Lessons 2, 3, 5, 6, 7, 10, 12, 17, 18, 19, 20, 22, 24, 26, 28, 29, 36 Level 4, Module 3, Lessons 2, 4, 6, 7, 9, 10, 12 Level 4, Module 4, Lessons 3, 4, 5, 7, 8, 12, 15, 18, 19, 23, 27, 28</p>

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

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

Georgia Standards	Aligned Components of <i>Arts & Letters</i>
<p>4.F.F.1 Oral & Silent Reading Fluency: Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 5, 6, 31 Level 4, Module 2, Lessons 2, 3, 4, 5, 25, 28, 38 Level 4, Module 3, Lessons 10, 11, 12, 13, 16 Level 4, Module 4, Lessons 3, 4, 5, 6, 7</p>
<p>4.F.F.1.a Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 5, 6, 31 Level 4, Module 2, Lessons 2, 3, 4, 5, 25, 28, 38 Level 4, Module 3, Lessons 10, 11, 12, 13, 16 Level 4, Module 4, Lessons 3, 4, 5, 6, 7</p>
<p>4.F.F.1.b Read a variety of unfamiliar grade-level texts with increasing automaticity.</p>	<p>Level 4, Module 1, Lessons 2, 5, 6, 31 Level 4, Module 2, Lessons 2, 5 Level 4, Module 3, Lessons 10, 12, 13, 16 Level 4, Module 4, Lessons 3, 6, 7</p>
<p>4.F.F.1.c Read a wide range of grade-level texts aloud with accurate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.</p>	<p>Level 4, Module 1, Lessons 3, 4, 31 Level 4, Module 2, Lessons 3, 4, 5 Level 4, Module 3, Lessons 12, 13, 16 Level 4, Module 4, Lessons 4, 5, 6, 7</p>
<p>4.F.F.1.d Self-correct while reading grade-level text (silently or aloud) to aid comprehension and fluency, rereading as necessary.</p>	<p>Level 4, Module 1, Lessons 2, 6 Level 4, Module 2, Lesson 2 Level 4, Module 3, Lesson 10 Level 4, Module 4, Lesson 3</p>

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

V. BIG IDEA: Handwriting (H) Students develop handwriting skills in cursive.

Georgia Standards	Aligned Components of <i>Arts & Letters</i>
<p>4.F.H.1 Motor Skills & Letter/Word Formation: This standard only applies to the K-2 grade band.</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>4.F.H.2 Transcription & Handwriting Fluency: This standard only applies to the K-2 grade band.</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>4.F.H.3 Read Cursive: Read texts written in cursive.</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>4.F.H.3.a Read short texts written in cursive.</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>4.F.H.4 Write Cursive: Use fine motor skills to form legible letters and words in cursive.</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>4.F.H.4.a Form cursive letters and words legibly, using connectors between letters inside words.</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>4.F.H.4.b Use appropriate spacing between cursive words in a sentence across lines on a page.</p>	<p><i>Arts & Letters</i> does not address this standard.</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 & Letters</i>
<p>4.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 4, 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, 40</p> <p>Level 4, 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 4, 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</p> <p>Level 4, 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>4.P.EICC.1.a Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.</p>	<p>Level 4, Module 1, Lessons 5, 13, 14, 15, 19, 20, 29, 32, 36, 38, 39</p> <p>Level 4, Module 2, Lessons 14, 15, 17, 19, 20, 26, 33, 35, 37, 38</p> <p>Level 4, Module 3, Lessons 6, 12, 13, 14, 19, 20, 21, 27, 32, 36, 37, 38</p> <p>Level 4, Module 4, Lessons 20, 29, 31, 32, 33, 34, 37</p>
<p>4.P.EICC.1.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>This standard is addressed in the Year in Review lesson which happens directly after Module 4 at every level. In this lesson, students discuss or write about their preferred module texts and literary genres and reflect on which text allowed them to build the most knowledge.</p>

<p>4.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 4, 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 4, 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, 39</p> <p>Level 4, 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 4, 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>
<p>4.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 4, Module 1, Lessons 4, 7, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39</p> <p>Level 4, Module 2, Lessons 2, 5, 6, 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 22, 23, 24, 25, 26, 28, 30, 31, 32, 33, 35, 36, 37, 38</p> <p>Level 4, Module 3, Lessons 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 26, 30, 31, 32, 35, 36, 37, 38, 39</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 8, 9, 12, 14, 17, 19, 23, 25, 28, 30, 37, 39</p>
<p>4.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 4, Module 1, Lessons 5, 13, 14, 17, 18, 19, 20, 27, 28, 32, 36, 38</p> <p>Level 4, Module 2, Lessons 12, 16, 19, 23, 26, 33, 38</p> <p>Level 4, Module 3, Lessons 6, 11, 13, 14, 16, 18, 19, 21, 27, 32, 36, 38</p> <p>Level 4, Module 4, Lessons 20, 29, 32, 33, 37</p>

<p>4.P.EICC.1.f</p> <p>Develop independence and autonomy as a reader and writer.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 4, Module 2, 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, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39</p> <p>Level 4, Module 3, 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, 39</p> <p>Level 4, 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, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37</p>
<p>4.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 4, 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, 39</p> <p>Level 4, 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, 39</p> <p>Level 4, 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 4, 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>
<p>4.P.EICC.2.a</p> <p>Share real or imagined experiences by interpreting and constructing texts that tell or include stories.</p>	<p>Level 4, Module 2, Lessons 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 23, 24, 25, 26, 30, 31, 32, 33, 35, 37, 38</p>

<p>4.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 4, 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, 39</p> <p>Level 4, 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, 39</p> <p>Level 4, 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 4, 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>
<p>4.P.EICC.2.c</p> <p>Explain and learn concepts and processes by interpreting and constructing texts.</p>	<p>Level 4, Module 1, Lessons 8, 9, 10, 11, 12, 13, 17, 18, 32, 33, 34, 36, 37, 38, 39</p> <p>Level 4, Module 3, Lessons 2, 4, 5, 9, 19, 30</p>
<p>4.P.EICC.2.d</p> <p>Interpret and construct texts to aid the analysis and evaluation of texts and ideas.</p>	<p>Level 4, Module 1, Lessons 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 18, 19, 20, 21, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 4, Module 2, Lessons 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39</p> <p>Level 4, Module 3, Lessons 2, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 25, 26, 27, 28, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 4, Module 4, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37</p>
<p>4.P.EICC.2.e</p> <p>Consume and produce texts in order to solve problems or influence decisions.</p>	<p>Level 4, Module 3, Lessons 12, 13, 19, 20, 37</p>

<p>4.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 4, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p> <p>Level 4, Module 2, 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, 28, 29, 30, 31, 32, 33, 34</p> <p>Level 4, Module 3, 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 4, 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, 26, 27, 28, 29, 30</p>
<p>4.P.EICC.3.a</p> <p>Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p> <p>Level 4, Module 2, 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, 28, 29, 30, 31, 32, 33, 34</p> <p>Level 4, Module 3, 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 4, 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, 26, 27, 28, 29, 30</p>
<p>4.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 4, Module 1, Lessons 2, 3, 4, 7, 8, 9, 17, 22, 23, 24, 26, 27, 29</p> <p>Level 4, Module 2, Lessons 2, 3, 8, 10, 11, 12, 13, 14, 16, 23, 25, 26, 28, 29, 30, 32, 33</p> <p>Level 4, Module 3, Lessons 3, 5, 6, 9, 10, 14, 15, 17, 20, 24, 26, 27, 29, 30, 31, 32</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 8, 9, 11, 14, 16, 19, 20, 23, 26</p>
<p>4.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 4, Module 1, Lessons 6, 12, 14, 21, 25, 33</p> <p>Level 4, Module 2, Lessons 7, 20, 28, 34</p> <p>Level 4, Module 3, Lessons 2, 7, 8, 9, 15, 16, 19, 21, 24, 28, 33</p> <p>Level 4, Module 4, Lessons 2, 10, 21, 22, 23, 26, 30</p>
<p>4.P.EICC.3.d</p> <p>Summarize and visualize sections of the text to maintain understanding.</p>	<p>Level 4, Module 1, Lessons 8, 10, 12, 23, 28, 30</p> <p>Level 4, Module 2, Lessons 3, 4, 9, 10, 12, 14, 16, 23, 26, 27, 30, 34</p> <p>Level 4, Module 3, Lessons 4, 11, 30</p> <p>Level 4, Module 4, Lessons 2, 13, 18, 27</p>

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

<p>4.P.EICC.3.e Make and track predictions about the events and information likely to come next.</p>	<p>Level 4, Module 2, Lessons 18, 27, 32 Level 4, Module 3, Lesson 15 Level 4, Module 4, Lessons 11, 13</p>
<p>4.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text.</p>	<p>Level 4, Module 1, Lessons 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 16, 20, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 35, 36 Level 4, Module 2, Lessons 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37 Level 4, Module 3, Lessons 2, 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, 37 Level 4, 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, 25, 27, 28, 30, 37, 39</p>
<p>4.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.</p>	<p>Level 4, Module 1, Lessons 4, 7, 9, 12, 16, 22, 23, 24, 31, 35 Level 4, Module 2, Lessons 2, 3, 4, 5, 6, 12, 15, 25, 26, 28, 38 Level 4, Module 3, Lessons 2, 5, 6, 9, 13, 15, 17, 18, 20, 23, 30, 35 Level 4, Module 4, Lessons 3, 4, 5, 6, 8, 9, 12, 23, 25, 28, 30, 37, 39</p>
<p>4.P.EICC.4 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 4, Module 1, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 25, 26, 27, 28, 29, 32, 33, 34, 36, 37, 38 Level 4, Module 2, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 30, 31, 32, 33, 35, 37, 38 Level 4, Module 3, Lessons 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 30, 31, 32, 36, 37, 38, 39 Level 4, Module 4, Lessons 11, 12, 13, 15, 18, 26, 27, 28, 31, 32, 33, 34</p>
<p>4.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience.</p>	<p>Level 4, Module 1, Lessons 8, 9, 10, 11, 14, 15, 17, 18, 19, 29, 38 Level 4, Module 2, Lessons 8, 11, 12, 13, 15, 16, 17, 19, 20, 26, 33, 35, 37, 38 Level 4, Module 3, Lessons 8, 9, 10, 11, 12, 13, 14, 18, 19, 20, 21, 37, 38 Level 4, Module 4, Lessons 18, 26, 31, 32, 33, 34</p>

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

<p>4.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 4, Module 1, Lesson 8, 9, 10, 11, 12, 13, 17, 18, 25, 26, 27, 32, 33, 34, 36, 37, 38</p> <p>Level 4, Module 2, Lessons 8, 9, 10, 11, 12, 13, 16, 17, 19, 30, 31, 32, 33, 35, 37</p> <p>Level 4, Module 3, Lessons 8, 9, 10, 11, 14, 16, 17, 18, 19, 20, 36, 37</p> <p>Level 4, Module 4, Lessons 18, 31, 34</p>
<p>4.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 4, Module 1, Lessons 12, 25, 32</p> <p>Level 4, Module 3, Lessons 10, 17, 30, 31, 32, 37</p> <p>Level 4, Module 4, Lessons 11, 12, 13, 15, 27, 28</p>
<p>4.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 4, Module 2, Lessons 11, 12, 13, 14, 32, 33, 35, 37</p> <p>Level 4, Module 3, Lessons 11, 19, 37</p>
<p>4.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 4, Module 1, Lessons 14, 17, 27, 28, 38</p> <p>Level 4, Module 2, Lessons 13, 14, 18, 20, 24, 25, 33, 35, 37</p> <p>Level 4, Module 3, Lessons 12, 13, 19, 20, 37</p> <p>Level 4, Module 4, Lesson 32</p>
<p>4.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 4, Module 1, Lesson 38</p> <p>Level 4, Module 2, Lessons 16, 23, 26, 38</p> <p>Level 4, Module 3, Lessons 14, 19, 21, 38</p> <p>Level 4, Module 4, Lesson 33</p>
<p>4.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 4, Module 1, Lessons 10, 11, 15, 19, 38</p> <p>Level 4, Module 2, Lessons 15, 17, 19, 23, 26, 38</p> <p>Level 4, Module 3, Lessons 14, 20, 21, 38, 39</p> <p>Level 4, Module 4, Lesson 33</p>
<p>4.P.EICC.4.h</p> <p>Edit the text, ensuring it adheres to the conventions of written language.</p>	<p>Level 4, Module 2, Lessons 17, 19, 23, 26, 38</p> <p>Level 4, Module 3, Lessons 14, 20, 21, 38, 39</p> <p>Level 4, 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>4.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 4, Module 2, Lessons 7, 20, 25, 34</p> <p>Level 4, Module 3, Lessons 2, 7, 9, 15, 28, 33</p> <p>Level 4, Module 4, Lessons 10, 21, 30</p>
<p>4.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 4, Module 2, Lessons 7, 20, 34</p> <p>Level 4, Module 3, Lessons 2, 7, 9, 15</p> <p>Level 4, Module 4, Lesson 10</p>
<p>4.P.ST.1.b</p> <p>Consider how context impacts the purposes of the author and the audience.</p>	<p>Level 4, Module 2, Lesson 25</p> <p>Level 4, Module 3, Lessons 28, 31, 33</p> <p>Level 4, Module 4, Lessons 21, 30</p>
<p>4.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 4, Module 3, Lessons 28, 33</p> <p>Level 4, Module 4, Lessons 21, 30</p>
<p>4.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 4, Module 1, Lessons 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 36, 37, 38, 39</p> <p>Level 4, Module 2, Lessons 2, 3, 4, 6, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33</p> <p>Level 4, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 24, 29, 30, 31, 32, 36, 37</p>
<p>4.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 4, Module 1, Lessons 8, 9, 10, 11, 18, 29</p> <p>Level 4, Module 3, Lessons 8, 9, 10, 11, 14, 18</p> <p>Level 4, Module 4, Lessons 18, 31</p>

<p>4.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 4, Module 1, Lessons 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 36, 37, 38, 39</p> <p>Level 4, Module 3, Lessons 6, 7, 10, 11, 12, 15, 16, 19, 20, 24, 29, 31, 36</p> <p>Level 4, Module 4, Lessons 14, 22</p>
<p>4.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 4, Module 2, Lessons 2, 3, 4, 6, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33</p> <p>Level 4, Module 3, Lessons 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 30, 31, 32</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 26, 27, 28, 29, 30, 32, 34</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>4.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 4, Module 1, Lessons 8, 9, 10, 11, 12, 14, 18, 28, 30, 31, 37</p> <p>Level 4, Module 2, Lessons 3, 6, 8, 9, 10, 11, 13, 15, 17, 18, 28</p> <p>Level 4, Module 3, Lessons 5, 8, 9, 10, 11, 13, 14, 18, 19</p> <p>Level 4, Module 4, Lessons 5, 14, 18</p>
<p>4.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 4, Module 1, Lessons 8, 9, 10, 11, 18</p> <p>Level 4, Module 2, Lessons 3, 6, 8, 9, 10, 11, 13, 17</p> <p>Level 4, Module 3, Lessons 8, 9, 10, 11, 14, 18</p> <p>Level 4, Module 4, Lessons 7, 22</p>
<p>4.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 4, Module 1, Lessons 9, 11, 12, 14</p> <p>Level 4, Module 2, Lessons 15, 18, 28</p> <p>Level 4, Module 3, Lessons 5, 13, 19</p> <p>Level 4, Module 4, Lessons 5, 14</p>

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

<p>4.P.AC.1.c 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><i>Arts & Letters</i> does not address this standard.</p>
<p>4.P.AC.1.d 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 4, Module 1, Lessons 8, 9, 28, 30, 31, 37 Level 4, Module 2, Lesson 8 Level 4, Module 3, Lessons 9, 14, 19 Level 4, Module 4, Lessons 2, 4, 11, 12, 18</p>
<p>4.P.AC.2 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 4, Module 1, Lessons 6, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 32, 33, 34, 36, 37, 38, 39 Level 4, Module 2, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 23, 24, 25, 26, 30, 31, 32, 33, 34, 35, 37, 38 Level 4, Module 3, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 26, 28, 30, 31, 32, 33, 36, 37, 38, 39 Level 4, Module 4, Lessons 18, 31</p>
<p>4.P.AC.2.a 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 4, Module 1, Lessons 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 25, 26, 27, 28, 29, 32, 33, 34, 36, 37, 38, 39 Level 4, Module 2, Lessons 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 23, 24, 25, 26, 30, 31, 32, 33, 35, 37, 38 Level 4, Module 3, Lessons 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 30, 31, 32, 36, 37, 38, 39</p>
<p>4.P.AC.2.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 4, Module 3, Lessons 13, 20, 37</p>
<p>4.P.AC.2.c Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.</p>	<p>Level 4, Module 1, Lessons 6, 14, 21, 22, 23, 25, 29, 33 Level 4, Module 2, Lessons 7, 20, 34 Level 4, Module 3, Lessons 2, 7, 8, 9, 13, 15, 16, 20, 21, 28, 33, 37 Level 4, Module 4, Lessons 2, 10, 21, 22, 23, 30</p>

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

<p>4.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 4, Module 1, Lessons 8, 9, 10, 11, 12, 17, 18, 37, 38</p> <p>Level 4, Module 2, Lessons 8, 11, 12, 13, 17, 19</p> <p>Level 4, Module 3, Lessons 9, 19</p> <p>Level 4, Module 4, Lessons 18, 31</p>
<p>4.P.AC.3</p> <p>Text Design: Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.</p>	<p>Level 4, Module 1, Lessons 2, 3, 5, 8, 9, 10, 11, 12, 13, 17, 19, 20, 21, 22, 23, 24, 28, 31, 32, 33, 36</p> <p>Level 4, Module 2, Lessons 14, 15, 34, 38, 39</p> <p>Level 4, Module 3, Lessons 2, 10, 15</p> <p>Level 4, Module 4, Lessons 2, 13, 14, 22, 31, 34, 36</p>
<p>4.P.AC.3.a</p> <p>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 4, Module 1, Lesson 9</p> <p>Level 4, Module 2, Lesson 15</p> <p>Level 4, Module 3, Lessons 20, 26</p> <p>Level 4, Module 4, Lesson 14</p>
<p>4.P.AC.3.b</p> <p>Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.</p>	<p>Level 4, Module 3, Lesson 31</p>
<p>4.P.AC.3.c</p> <p>Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.</p>	<p>Level 4, Module 1, Lessons 9, 28, 31</p>
<p>4.P.AC.3.d</p> <p>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 4, Module 1, Lessons 3, 9, 20</p> <p>Level 4, Module 2, Lessons 14, 34, 38, 39</p> <p>Level 4, Module 3, Lessons 2, 10, 15</p> <p>Level 4, Module 4, Lessons 2, 13, 22, 31, 34, 36</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>4.P.CP.1 Collaboration: Collaborate with others to accomplish shared goals and projects.</p>	<p>Level 4, Module 1, Lessons 2, 3, 5, 8, 9, 10, 11, 12, 13, 17, 19, 20, 21, 22, 23, 24, 31, 32, 33, 36</p> <p>Level 4, Module 2, Lessons 2, 3, 4, 5, 6, 8, 10, 12, 13, 14, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38</p> <p>Level 4, Module 3, Lessons 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 27, 28, 29, 30, 31, 32, 33, 36, 38</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 19, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32, 33, 37</p>
<p>4.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.</p>	<p>Level 4, Module 1, Lessons 3, 8, 11, 12, 13, 20, 31, 32, 33, 36</p> <p>Level 4, Module 2, Lessons 3, 4, 6, 12, 14, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 37</p> <p>Level 4, Module 3, Lessons 6, 7, 9, 11, 12, 14, 15, 16, 18, 19, 24, 25, 27, 28, 29, 30, 31, 32, 36</p> <p>Level 4, Module 4, Lessons 2, 4, 6, 7, 9, 15, 19, 20, 21, 22, 23, 27, 28, 29, 30, 37</p>
<p>4.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 4, Module 1, Lessons 2, 3, 5, 8, 9, 10, 11, 12, 13, 17, 19, 20, 21, 22, 23, 24, 31, 32, 33, 36</p> <p>Level 4, Module 2, Lessons 2, 3, 4, 5, 6, 8, 10, 12, 13, 14, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37</p> <p>Level 4, Module 3, Lessons 4, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 24, 25, 27, 28, 29, 30, 31, 32, 33, 36, 38</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 19, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32, 33, 37</p>

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

<p>4.P.CP.1.c</p> <p>Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.</p>	<p>Level 4, Module 1, Lessons 13, 32, 36, 38</p> <p>Level 4, Module 2, Lessons 6, 19, 21, 33, 37, 38</p> <p>Level 4, Module 3, Lessons 6, 14, 19, 21, 27, 32, 36, 38</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 19, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32, 33, 37</p>
<p>4.P.CP.1.d</p> <p>Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.</p>	<p>Level 4, Module 1, Lessons 2, 3, 5, 8, 9, 10, 11, 12, 13, 17, 19, 20, 21, 22, 23, 24, 31, 32, 33, 36</p> <p>Level 4, Module 2, Lessons 2, 3, 4, 5, 6, 8, 10, 12, 13, 14, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37</p> <p>Level 4, Module 3, Lessons 4, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 24, 25, 27, 28, 29, 30, 31, 32, 33, 36, 38</p>
<p>4.P.CP.2</p> <p>Presentation: Use presentation skills to tailor communication to target audiences for specific purposes.</p>	<p>Level 4, Module 1, Lessons 2, 3, 4, 5, 6, 13, 14, 17, 18, 20, 21, 22, 23, 25, 26, 27, 28, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 4, Module 2, Lessons 4, 10, 16, 18, 19, 20, 24, 33, 34, 37</p> <p>Level 4, Module 3, Lessons 4, 6, 8, 11, 13, 14, 16, 18, 19, 20, 21, 27, 28, 32, 36, 37, 39</p> <p>Level 4, Module 4, Lessons 7, 10, 20, 21, 29, 32, 35, 36, 37</p>
<p>4.P.CP.2.a</p> <p>Communicate clearly to present ideas, information, and texts.</p>	<p>Level 4, Module 1, Lessons 5, 13, 14, 17, 18, 20, 21, 22, 23, 25, 27, 28, 30, 32, 33, 36, 37, 38</p> <p>Level 4, Module 2, Lessons 4, 10, 16, 18, 19, 20, 24, 33, 34, 37</p> <p>Level 4, Module 3, Lessons 4, 6, 8, 11, 13, 14, 16, 18, 19, 20, 21, 27, 28, 32, 36, 37, 39</p> <p>Level 4, Module 4, Lessons 7, 10, 20, 21, 29, 32, 35, 36, 37</p>
<p>4.P.CP.2.b</p> <p>Integrate modes and genres most appropriate to purpose and audience.</p>	<p>Level 4, Module 4, Lessons 31, 34, 35, 36</p>
<p>4.P.CP.2.c</p> <p>Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.</p>	<p>Level 4, Module 4, Lessons 31, 34, 35, 36</p>

<p>4.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>4.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 4, Module 1, Lessons 2, 3, 4, 6</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.

<p>Georgia Standards</p>	<p>Aligned Components of <i>Arts & Letters</i></p>
<p>4.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 4, Module 1, Lessons 11, 14, 15, 17, 18, 19, 21, 22, 23, 25, 27, 28, 29, 33, 37, 38, 39 Level 4, Module 2, Lessons 13, 14, 15, 18, 25, 26, 33, 35, 37, 38 Level 4, Module 3, Lessons 8, 10, 12, 13, 14, 37, 38, 39 Level 4, Module 4, Lessons 6, 23, 26, 27, 33</p>
<p>4.L.GC.1.28 Grammar: Form and use comparative and superlative adjectives and adverbs. (Master)</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>4.L.GC.1.29 Usage: Ensure pronoun-antecedent agreement. (Master)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 3. Level 3, Module 4, Lessons 24, 29, 31, 33</p>
<p>4.L.GC.1.30 Mechanics: Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue. (Master)</p>	<p>Level 4, Module 1, Lessons 14, 15, 17, 18, 19, 21, 27, 28, 29, 37, 38, 39 Level 4, Module 2, Lessons 13, 14, 15, 18, 25, 26, 33, 35, 37, 38 Level 4, Module 3, Lessons 10, 12, 13, 14, 37, 38, 39 Level 4, Module 4, Lessons 26, 27</p>

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

<p>4.L.GC.1.31 Grammar: Use relative pronouns and relative adverbs. (Master)</p>	<p>Level 4, Module 1, Lessons 22, 23, 25, 27, 28, 29, 33, 37, 38, 39</p>
<p>4.L.GC.1.32 Grammar: Use interjections. (Master)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 5. Level 5, Module 1, Lessons 9, 12, 24, 25, 33 Level 5, Module 3, Lesson 30</p>
<p>4.L.GC.1.33 Grammar: Use helping and linking verbs. (Master)</p>	<p>Level 4, Module 3, Lesson 8</p>
<p>4.L.GC.1.34 Usage: Correctly use frequently confused words (e.g., to/too/two; there/their/they're; advice/advise). (Master)</p>	<p>Level 4, Module 4, Lessons 23, 33</p>
<p>4.L.GC.1.35 Mechanics: Recognize and use conventional capitalization in abbreviations, proper adjectives, and formal titles. (Master)</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>4.L.GC.1.36 Mechanics: Use commas to indicate direct address and to set off the words yes and no. (Master)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 5. Level 5, Module 3, Lessons 8, 14, 15, 22, 28, 37, 38</p>
<p>4.L.GC.1.37 Mechanics: Use apostrophes to form plural possessives nouns. (Master)</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>4.L.GC.1.38 Grammar: Use indefinite pronouns, ensuring correct agreement. (Continue)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 1. Level 1, Module 2, Lessons 27, 32, 37, 38 Level 1, Module 4, Lessons 14, 15</p>
<p>4.L.GC.1.39 Grammar: Use subordinating conjunctions to join clauses. (Continue)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 3. Level 3, Module 1, Lessons 11, 16, 22, 29, 33, 37 Level 3, Module 2, Lessons 7, 14, 26, 32 Level 3, Module 3, Lessons 6, 10 Level 3, Module 4, Lessons 4, 14, 29</p>

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

<p>4.L.GC.1.31 Grammar: Use relative pronouns and relative adverbs. (Master)</p>	<p>Level 4, Module 1, Lessons 22, 23, 25, 27, 28, 29, 33, 37, 38, 39</p>
<p>4.L.GC.1.32 Grammar: Use interjections. (Master)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 5. Level 5, Module 1, Lessons 9, 12, 24, 25, 33 Level 5, Module 3, Lesson 30</p>
<p>4.L.GC.1.33 Grammar: Use helping and linking verbs. (Master)</p>	<p>Level 4, Module 3, Lesson 8</p>
<p>4.L.GC.1.34 Usage: Correctly use frequently confused words (e.g., to/too/two; there/their/they're; advice/advise). (Master)</p>	<p>Level 4, Module 4, Lessons 23, 33</p>
<p>4.L.GC.1.35 Mechanics: Recognize and use conventional capitalization in abbreviations, proper adjectives, and formal titles. (Master)</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>4.L.GC.1.36 Mechanics: Use commas to indicate direct address and to set off the words yes and no. (Master)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 5. Level 5, Module 3, Lessons 8, 14, 15, 22, 28, 37, 38</p>
<p>4.L.GC.1.40 Mechanics: Use commas after introductory phrases or clauses. (Continue)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 5. Level 5, Module 1, Lessons 9, 18, 22, 23, 31, 32, 38, 39</p>
<p>4.L.GC.1.41 Mechanics: Use conventional capitalization and underlining, quotation marks, or italics to indicate titles of works. (Continue)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 5. Level 5, Module 2, Lessons 13, 19, 20, 21, 27, 28, 29, 31, 37, 38</p>
<p>4.L.GC.1.42 Grammar: Use intensive pronouns. (Introduce)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 6. Level 6 Module 1 Lessons 18, 22, 38, 39,</p>
<p>4.L.GC.1.43 Grammar: Form and use the progressive, perfect, and perfect progressive verb aspects. (Introduce)</p>	<p>Level 4, Module 4, Lesson 6</p>

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

<p>4.L.GC.1.31 Grammar: Use relative pronouns and relative adverbs. (Master)</p>	<p>Level 4, Module 1, Lessons 22, 23, 25, 27, 28, 29, 33, 37, 38, 39</p>
<p>4.L.GC.1.32 Grammar: Use interjections. (Master)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 5. Level 5, Module 1, Lessons 9, 12, 24, 25, 33 Level 5, Module 3, Lesson 30</p>
<p>4.L.GC.1.33 Grammar: Use helping and linking verbs. (Master)</p>	<p>Level 4, Module 3, Lesson 8</p>
<p>4.L.GC.1.34 Usage: Correctly use frequently confused words (e.g., to/too/two; there/their/they're; advice/advise). (Master)</p>	<p>Level 4, Module 4, Lessons 23, 33</p>
<p>4.L.GC.1.35 Mechanics: Recognize and use conventional capitalization in abbreviations, proper adjectives, and formal titles. (Master)</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>4.L.GC.1.36 Mechanics: Use commas to indicate direct address and to set off the words yes and no. (Master)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 5. Level 5, Module 3, Lessons 8, 14, 15, 22, 28, 37, 38</p>
<p>4.L.GC.1.44 Grammar: Form and use participles. (Introduce)</p>	<p>Level 4, Module 3, Lesson 33</p>
<p>4.L.GC.1.45 Usage: Recognize and correct vague pronoun references. (Introduce)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 6. Level 6 Module 2 Lessons 21, 30 Level 6 Module 4 Lesson 8</p>
<p>4.L.GC.2 Syntax: Apply understandings of sentence structure to comprehend and compose varied sentences.</p>	<p>Level 4, Module 1, Lessons 2, 3, 5, 8, 9, 10, 11, 12, 13, 17, 19, 20, 21, 22, 23, 24, 26, 27, 29, 31, 32, 33, 36, 37 Level 4, Module 2, Lessons 7, 19, 20, 23, 26, 33, 34, 35, 37, 38 Level 4, Module 3, Lessons 8, 11, 16, 18, 21, 28, 33, 37 Level 4, Module 4, Lessons 2, 4, 7, 10, 11, 12, 16, 21, 30</p>

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

<p>4.L.GC.1.31 Grammar: Use relative pronouns and relative adverbs. (Master)</p>	<p>Level 4, Module 1, Lessons 22, 23, 25, 27, 28, 29, 33, 37, 38, 39</p>
<p>4.L.GC.1.32 Grammar: Use interjections. (Master)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 5. Level 5, Module 1, Lessons 9, 12, 24, 25, 33 Level 5, Module 3, Lesson 30</p>
<p>4.L.GC.1.33 Grammar: Use helping and linking verbs. (Master)</p>	<p>Level 4, Module 3, Lesson 8</p>
<p>4.L.GC.1.34 Usage: Correctly use frequently confused words (e.g., to/too/two; there/their/they're; advice/advise). (Master)</p>	<p>Level 4, Module 4, Lessons 23, 33</p>
<p>4.L.GC.1.35 Mechanics: Recognize and use conventional capitalization in abbreviations, proper adjectives, and formal titles. (Master)</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>4.L.GC.1.36 Mechanics: Use commas to indicate direct address and to set off the words yes and no. (Master)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 5. Level 5, Module 3, Lessons 8, 14, 15, 22, 28, 37, 38</p>
<p>4.L.GC.2.a Apply understandings of sentence structure to comprehend a wide variety of grade-level texts.</p>	<p>Level 4, Module 4, Lessons 2, 4, 11, 12</p>
<p>4.L.GC.2.b Use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, maintaining consistent verb tense within and between paragraphs.</p>	<p>Level 4, Module 1, Lessons 2, 3, 5, 8, 9, 10, 11, 12, 13, 17, 19, 20, 21, 22, 23, 24, 31, 32, 33, 36 Level 4, Module 2, Lessons 7, 20, 34 Level 4, Module 3, Lessons 8, 16, 21, 28, 33 Level 4, Module 4, Lessons 7, 10, 16, 21, 30</p>
<p>4.L.GC.2.c Use correct subject and verb agreement to consistently achieve clarity in a variety of sentences.</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 3. Level 3, Module 4, Lessons 24, 29, 31, 33</p>

<p>4.L.GC.2.d</p> <p>Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences.</p>	<p>Level 4, Module 1, Lessons 13, 23, 25, 26, 29, 33, 37</p> <p>Level 4, Module 2, Lessons 19, 20, 23, 26, 33, 35, 37, 38</p> <p>Level 4, Module 3, Lessons 11, 18, 37</p> <p>Level 4, Module 4, Lesson 10</p>
<p>4.L.GC.2.e</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.

Georgia Standards	Aligned Components of <i>Arts & Letters</i>
<p>4.L.V.1</p> <p>General, Academic, & Specialized Vocabulary: Acquire and use general, academic, and specialized vocabulary words and phrases with precision in a variety of settings.</p>	<p>Level 4, Module 1, Lessons 3, 4, 5, 6, 7, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39</p> <p>Level 4, Module 2, Lessons 2, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38</p> <p>Level 4, Module 3, Lessons 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 26, 27, 28, 30, 31, 32, 33, 35, 36, 37, 38, 39</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 8, 9, 12, 23, 25, 28, 30, 37, 39</p>
<p>4.L.V.1.a</p> <p>Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content.</p>	<p>Level 4, Module 1, Lessons 4, 7, 9, 12, 13, 16, 22, 23, 24, 31, 35</p> <p>Level 4, Module 2, Lessons 2, 5, 6, 12, 15, 22, 26, 36</p> <p>Level 4, Module 3, Lessons 2, 3, 5, 6, 9, 10, 13, 15, 17, 18, 20, 23, 30, 35</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 8, 9, 12, 23, 25, 28, 30, 37, 39</p>

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

<p>4.L.V.1.b Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings.</p>	<p>Level 4, Module 1, Lessons 3, 4, 5, 6, 9, 10, 13, 14, 15, 17, 18, 19, 20, 21, 25, 26, 27, 28, 29, 32, 33, 34, 36, 37, 38, 39</p> <p>Level 4, Module 2, Lessons 5, 7, 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 37, 38</p> <p>Level 4, Module 3, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 26, 27, 28, 30, 31, 32, 33, 36, 37, 38, 39</p> <p>Level 4, Module 4, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 26, 27, 28, 30, 31, 32, 33, 36, 37, 38, 39</p>
<p>4.L.V.2 Word Analysis: Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings.</p>	<p>Level 4, Module 1, Lessons 7, 12, 16, 31, 35</p> <p>Level 4, Module 2, Lessons 6, 12, 22, 36</p> <p>Level 4, Module 3, Lessons 17, 23, 35</p> <p>Level 4, Module 4, Lessons 4, 8, 23, 25, 30, 39</p>
<p>4.L.V.2.a Deconstruct words using knowledge of Greek and Latin roots, root words, and affixes to determine meaning.</p>	<p>Level 4, Module 1, Lessons 7, 12, 16, 31, 35</p> <p>Level 4, Module 2, Lessons 6, 12, 22, 36</p> <p>Level 4, Module 3, Lessons 17, 23, 35</p> <p>Level 4, Module 4, Lessons 4, 8, 23, 25, 30, 39</p>
<p>4.L.V.2.b Explain how the part of speech and the meaning of a root or root word changes based on the use of different affixes (e.g., beautiful as an adjective vs. beautifully as an adverb).</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>4.L.V.2.c Construct words using knowledge of Greek and Latin roots, root words, and affixes.</p>	<p>Level 4, Module 1, Lessons 16, 35</p> <p>Level 4, Module 2, Lessons 22, 36</p> <p>Level 4, Module 3, Lessons 23, 35</p> <p>Level 4, Module 4, Lessons 25, 39</p>
<p>4.L.V.2.d This progression begins in 6th grade.</p>	

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

<p>4.L.V.3</p> <p>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 4, Module 1, Lessons 5, 7, 12, 13, 14, 17, 20, 22, 23, 24, 27, 28, 32, 36, 38</p> <p>Level 4, Module 2, Lessons 2, 12, 13, 14, 19, 33, 35, 37</p> <p>Level 4, Module 3, Lessons 2, 3, 6, 9, 10, 12, 13, 14, 15, 18, 19, 20, 25, 27, 30, 32, 36, 37</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 9, 12, 18, 20, 23, 25, 28, 29, 32, 33, 37</p>
<p>4.L.V.3.a</p> <p>Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p>	<p>Level 4, Module 1, Lessons 7, 12, 23, 24</p> <p>Level 4, Module 2, Lessons 2, 12</p> <p>Level 4, Module 3, Lessons 2, 6, 9, 15, 20, 30</p> <p>Level 4, Module 4, Lessons 3, 4, 5, 12, 23, 28, 37</p>
<p>4.L.V.3.b</p> <p>Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs.</p>	<p>Level 4, Module 1, Lesson 24</p> <p>Level 4, Module 3, Lessons 12, 25</p> <p>Level 4, Module 4, Lessons 18, 23, 33</p>
<p>4.L.V.3.c</p> <p>Distinguish shades of meaning among closely related adverbs (e.g., quickly, swiftly, rapidly).</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 3.</p> <p>Level 3, Module 3, Lesson 5</p>
<p>4.L.V.3.d</p> <p>Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases.</p>	<p>Level 4, Module 1, Lesson 22</p> <p>Level 4, Module 2, Lessons 13, 14, 33, 35, 37</p> <p>Level 4, Module 3, Lessons 3, 10, 18</p> <p>Level 4, Module 4, Lessons 2, 9, 25</p>
<p>4.L.V.3.e</p> <p>Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing.</p>	<p>Level 4, Module 1, Lessons 5, 13, 14, 17, 20, 27, 28, 32, 36, 38</p> <p>Level 4, Module 2, Lessons 19, 33, 37</p> <p>Level 4, Module 3, Lessons 6, 12, 13, 14, 19, 20, 27, 32, 36, 37</p> <p>Level 4, Module 4, Lessons 20, 29, 32, 37</p>

DOMAIN: Texts (T) Students grow in their learning as they purposefully engage with texts.**I. BIG IDEA: Context (C) Students describe the influences of purpose and audience on texts.**

Georgia Standards	Aligned Components of <i>Arts & Letters</i>
<p>4.T.C.1</p> <p>Purpose & Audience: Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes.</p>	<p>Level 4, Module 1, Lessons 3, 4, 28</p> <p>Level 4, Module 2, Lessons 18, 24, 25, 27, 38, 39</p> <p>Level 4, Module 3, Lessons 14, 31</p> <p>Level 4, Module 4, Lessons 2, 4, 11, 12</p>
<p>4.T.C.1.a</p> <p>Determine audience and explain the development of the purpose across a text.</p>	<p>Level 4, Module 2, Lesson 25</p> <p>Level 4, Module 3, Lesson 31</p>
<p>4.T.C.1.b</p> <p>Classify various texts by mode and describe how the mode is impacted by audiences and contributes to the overall purpose and effect.</p>	<p>Level 4, Module 1, Lessons 3, 4, 28</p> <p>Level 4, Module 2, Lessons 18, 24, 25</p> <p>Level 4, Module 3, Lesson 14</p> <p>Level 4, Module 4, Lessons 2, 4, 11, 12</p>
<p>4.T.C.1.c</p> <p>Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.</p>	<p>Level 4, Module 2, Lessons 27, 38, 39</p>
<p>4.T.C.2</p> <p>Authors & Speakers: Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced.</p>	<p>Level 4, Module 1, Lesson 29</p> <p>Level 4, Module 2, Lesson 37</p> <p>Level 4, Module 3, Lessons 6, 7, 11, 12, 15, 20, 24, 29, 31</p> <p>Level 4, Module 4, Lessons 4, 14, 22</p>
<p>4.T.C.2.a</p> <p>Compare and contrast the perspectives of different narrators or speakers in a text.</p>	<p>Level 4, Module 1, Lesson 29</p> <p>Level 4, Module 3, Lessons 6, 7, 11, 12, 15, 20, 24, 29, 31</p> <p>Level 4, Module 4, Lessons 14, 22</p>
<p>4.T.C.2.b</p> <p>This progression begins in 6th grade.</p>	

<p>4.T.C.2.c</p> <p>Identify the ways in which the author indicates the context in which a text is written (e.g., time period, individual, situational).</p>	<p>Level 4, Module 2, Lesson 37</p> <p>Level 4, Module 4, Lesson 4</p>
<p>4.T.C.2.d</p> <p>This progression begins in 6th grade.</p>	

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>
<p>4.T.SS.1</p> <p>Organization: Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.</p>	<p>Level 4, Module 1, Lessons 9, 11, 12, 13, 14, 15, 17, 27, 28, 29, 31, 37, 38, 39</p> <p>Level 4, Module 2, Lessons 13, 14, 15, 24, 25, 33, 35, 37, 38</p> <p>Level 4, Module 3, Lessons 12, 13, 14, 19, 20, 21, 37, 38, 39</p> <p>Level 4, Module 4, Lesson 30</p>
<p>4.T.SS.1.a</p> <p>Compare and contrast the text features (e.g. icons, hyperlinks) and structures (e.g. chronological order, rhyme pattern) of texts written in different genres/for certain purposes, on the same topic.</p>	<p>Level 4, Module 1, Lessons 28, 31</p> <p>Level 4, Module 2, Lessons 24, 25</p>
<p>4.T.SS.1.b</p> <p>Design texts using a variety of text structures and features, according to purpose and audience.</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 3.</p> <p>Level 3, Module 1, Lesson 8, 12, 31</p> <p>Level 3, Module 2, Lesson 9</p> <p>Level 3, Module 4, Lesson 14, 21</p>
<p>4.T.SS.1.c</p> <p>Use conjunctions and transition words or phrases, such as similarly and in contrast, to show relationships between ideas and information.</p>	<p>Level 4, Module 1, Lessons 11, 14, 15, 27, 29, 37, 39</p> <p>Level 4, Module 2, Lessons 13, 14, 15, 33, 35, 37, 38</p> <p>Level 4, Module 3, Lessons 12, 14, 19, 21, 37, 38, 39</p> <p>Level 4, Module 4, Lesson 30</p>

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

<p>4.T.SS.1.d Craft related sentences into cohesive paragraphs that follow a chosen structure using transitions.</p>	<p>Level 4, Module 1, Lessons 14, 17, 27, 28, 38 Level 4, Module 2, Lessons 13, 14, 33, 35, 37 Level 4, Module 3, Lessons 12, 13, 19, 20, 37 Level 4, Module 4, Lesson 32</p>
<p>4.T.SS.2 Craft: Use language to interpret meaning and craft engaging texts.</p>	<p>Level 4, Module 1, Lessons 9, 11, 12, 13 Level 4, Module 2, Lessons 15, 28 Level 4, Module 3, Lessons 2, 5, 13</p>
<p>4.T.SS.2.a Identify and explain how figurative language, such as hyperboles and personification, shapes how ideas and information in texts are understood.</p>	<p>Level 4, Module 1, Lessons 9, 11, 12, 13 Level 4, Module 2, Lessons 15, 28 Level 4, Module 3, Lessons 2, 5, 13</p>
<p>4.T.SS.2.b Use figurative language for intentional effects when expressing ideas or conveying information.</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>4.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 explain, analyze, and use various techniques to comprehend and shape meaning.

Georgia Standards	Aligned Components of <i>Arts & Letters</i>
<p>4.T.T.1 Narrative Techniques: Explain, analyze, and use narrative techniques to shape understandings.</p>	<p>Level 4, Module 1, Lessons 3, 5, 27, 28, 30, 32, 36 Level 4, Module 2, Lessons 3, 4, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 35, 37, 38 Level 4, Module 3, Lessons 8, 11, 14, 18, 25, 27, 30, 36 Level 4, Module 4, Lessons 27, 29, 37</p>

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

<p>4.T.T.1.a</p> <p>Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot.</p>	<p>Level 4, Module 1, Lessons 3, 27, 28, 30</p> <p>Level 4, Module 2, Lessons 3, 4, 9, 10, 12, 13, 14, 16, 17, 23, 24, 26, 27, 29, 30, 31</p> <p>Level 4, Module 3, Lessons 11, 25, 30</p>
<p>4.T.T.1.b</p> <p>Describe how the text's protagonist and antagonist function in the plot, drive the conflict, and contribute to the development of other characters.</p>	<p>Level 4, Module 1, Lessons 3, 27, 28, 30</p> <p>Level 4, Module 2, Lessons 3, 4, 9, 10, 12, 13, 14, 16, 17, 23, 24, 26, 27, 29, 30, 31</p> <p>Level 4, Module 3, Lessons 11, 25, 30</p>
<p>4.T.T.1.c</p> <p>Identify and describe common themes in texts (e.g., good vs. evil) that are revealed through details about characters.</p>	<p>Level 4, Module 1, Lessons 5, 28, 30, 32, 36</p> <p>Level 4, Module 2, Lessons 3, 4, 9, 10, 12, 14, 16, 17, 19, 23, 26, 27, 30, 33, 37</p> <p>Level 4, Module 3, Lessons 14, 27, 36</p> <p>Level 4, Module 4, Lessons 27, 29, 37</p>
<p>4.T.T.1.d</p> <p>Compare and contrast the approach to similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from diverse cultures.</p>	<p>Level 4, Module 2, Lessons 4, 32, 33</p> <p>Level 4, Module 3, Lessons 7, 8, 12, 13</p>
<p>4.T.T.1.e</p> <p>Apply narrative techniques (e.g., character, setting, problem, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.</p>	<p>Level 4, Module 2, Lessons 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 23, 24, 25, 26, 30, 31, 32, 33, 35, 37, 38</p>
<p>4.T.T.2</p> <p>Expository Techniques: Explain, analyze, and use expository techniques to shape understandings.</p>	<p>Level 4, Module 1, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 23, 25, 26, 27, 28, 29, 32, 33, 34, 36, 37, 38, 39</p> <p>Level 4, Module 2, Lesson 7</p> <p>Level 4, Module 3, Lessons 4, 7, 8, 12, 13, 18</p> <p>Level 4, Module 4, Lessons 2, 4, 5, 6, 8, 11, 15, 16, 17, 18, 19, 20, 22, 23, 28, 30, 32</p>

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

<p>4.T.T.2.a</p> <p>Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea.</p>	<p>Level 4, Module 1, Lessons 8, 10, 23</p> <p>Level 4, Module 3, Lessons 4, 18</p> <p>Level 4, Module 4, Lessons 4, 7, 11, 12, 13, 15, 16, 18</p>
<p>4.T.T.2.b</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>Level 4, Module 1, Lessons 8, 9, 10, 11, 12, 13</p> <p>Level 4, Module 4, Lessons 2, 4, 5, 6, 8, 11, 15, 16, 17, 18, 19, 20, 22, 23</p>
<p>4.T.T.2.c</p> <p>Integrate and classify information from multiple texts on the same topic in relationship to important points and key details.</p>	<p>Level 4, Module 2, Lesson 7</p> <p>Level 4, Module 4, Lessons 16, 23, 28, 30, 32</p>
<p>4.T.T.2.d</p> <p>Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.</p>	<p>Level 4, Module 1, Lessons 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 25, 26, 27, 28, 29, 32, 33, 34, 36, 37, 38, 39</p>
<p>4.T.T.3</p> <p>Opinion Techniques: Explain, analyze, and use opinion techniques to shape understandings.</p>	<p>Level 4, Module 2, Lesson 6</p> <p>Level 4, Module 3, Lesson 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 30, 31, 32, 36, 37, 38, 39</p>
<p>4.T.T.3.a</p> <p>Discuss and evaluate techniques used to present and design opinion and argumentative texts, including author's opinion or claim, supporting reasons, and evidence.</p>	<p>Level 4, Module 2, Lesson 6</p> <p>Level 4, Module 3, Lessons 8, 9, 10, 11, 14, 18</p> <p>Level 4, Module 4, Lessons 7, 22</p>
<p>4.T.T.3.b</p> <p>This progression begins in 9th grade.</p>	
<p>4.T.T.3.c</p> <p>Apply opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons and evidence to support the opinion with linking words (e.g., because, therefore, since, for example) to connect the opinion and reasons, and provide a concluding statement or section.</p>	<p>Level 4, Module 3, Lessons 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 30, 31, 32, 36, 37, 38, 39</p>

4.T.T.3.d This progression begins in 9th grade.	
4.T.T.4 Poetic Techniques: Explain, analyze, and use poetic techniques to shape understandings.	Level 4, Module 1, Lessons 3, 4, 30, 31
4.T.T.4.a Discuss and explain techniques used to present and design different types of poetry, including free verse, rhymed verse, haiku, and limerick.	Level 4, Module 1, Lessons 3, 4, 31
4.T.T.4.b Apply poetic techniques to produce poetry and engage audiences that use a predetermined rhyme scheme to achieve an intended effect.	Level 4, Module 1, Lesson 30

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
4.T.RA.1 Research & Inquiry: Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.	Level 4, Module 3, Lessons 6, 10, 15, 17, 19, 20 Level 4, Module 4, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36
4.T.RA.1.a Generate questions about a self-selected topic of interest to be researched, asking open-ended questions to deepen and extend understanding of the topic and related ideas and information.	Level 4, Module 4, Lessons 9, 26
4.T.RA.1.b Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.	Level 4, Module 4, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36
4.T.RA.1.c	Level 4, Module 3, Lessons 6, 10, 15, 17, 19, 20 Level 4, Module 4, Lessons 11, 12, 13, 15, 27, 28

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

<p>Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.</p>	
<p>4.T.RA.2 Curating Sources & Evidence: Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.</p>	<p>Level 4, Module 1, Lessons 12, 25, 26, 27, 29, 32, 33, 34, 37, 39 Level 4, Module 3, Lessons 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 30, 31, 32, 37, 38, 39</p>
<p>4.T.RA.2.a Refer to specific passages or quotations from a text to support an idea, answer, or opinion.</p>	<p>Level 4, Module 1, Lessons 12, 25, 26, 27, 29, 32, 33, 34, 37, 39 Level 4, Module 3, Lessons 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 30, 31, 32, 37, 38, 39 Level 4, Module 4, Lessons 11, 12, 13, 15, 27, 28</p>
<p>4.T.RA.2.b Determine the credibility and relevance of a source text based on known information about the author and/or organization.</p>	<p>Level 4, Module 4, Lessons 11, 12, 15, 28</p>
<p>4.T.RA.2.c This progression begins in 5th grade.</p>	