

K

Georgia's K-12 English Language Arts Standards (2023)

GREAT
MINDS



Arts
& letters



Founded in 2007, Great Minds PBC has evolved from an education advocacy start-up to a respected curriculum developer providing the highest-quality materials and professional development to schools and districts nationwide. In pursuit of its goal of raising expectations for every student, Great Minds® enlists educators to write curricula based on proven learning strategies to reward students' natural curiosity, build knowledge, and cultivate lifelong critical-thinking skills. Writing teams collaborate to ensure a consistent structure and vision for learning within and across all grade levels. We are pleased to bring you our newest kindergarten through grade level 8 English language arts (ELA) offering, *Arts & Letters*™.

Arts & Letters students engage with high-quality texts to explore science and social studies topics, literature, and fine art. By studying topics in depth, students build knowledge of the lived experiences of others and learn how a deeper knowledge of those experiences can change the world. The text-based lessons build strong readers, writers, and communicators through effective use of grammar and vocabulary. All students read and discuss grade-level texts, and the curriculum provides guidance for supporting all learners at key moments in the lessons.

There are four topic-driven modules for each grade level in *Arts & Letters*. The modules last between six and eight weeks and contain approximately 40 lessons. The core of each module is a selection of literary works, informational texts, and visual art. All modules integrate reading, writing, speaking, listening, and language instruction.

Arts & Letters was intentionally designed to be implemented alongside a high-quality, research-based foundational skills program. With strategic placement of supplemental materials, students can successfully achieve the proficiencies of Georgia standards while benefiting from the rich texts and knowledge-building of *Arts & Letters*. A detailed alignment analysis between Georgia standards and *Arts & Letters* follows.

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

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

Georgia Standards	Aligned Components of <i>Arts & Letters</i>
<p>K.F.PA.1 Rhyme: Identify and produce rhyme in spoken language and oral texts.</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>K.F.PA.1.a Identify and pair words that rhyme in spoken language and text, distinguishing them from those that do not.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.1.b Orally produce words that rhyme.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.2 Words & Sentences: Recognize the basic relationships that exist between 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>K.F.PA.2.a Know words are put together to make sentences, and sentences communicate complete thoughts.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.2.b Segment phrases and sentences into words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.2.c Know that sounds are put together to make words and that words have distinct meanings.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

<p>K.F.PA.3 Compound Words: Identify and manipulate separate words in compound words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.3.a Blend and segment separate words in spoken compound words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.3.b Add, delete, and substitute single words in spoken compound words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.4 Syllables: Identify and manipulate syllables in spoken words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.4.a Know that syllables are word parts with one vowel sound.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.4.b Count and pronounce syllables in single and multisyllabic spoken words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.4.c Blend and segment syllables in spoken words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.4.d Delete syllables in spoken words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.5 Onsets & Rimes: Blend and segment onsets and rimes in spoken words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.5.a Blend onsets and rimes of spoken one-syllable words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

<p>K.F.PA.5.b Segment onsets and rimes of spoken one-syllable words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.6 Phonemic Awareness: Identify and manipulate the individual sounds in spoken words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.6.a Isolate and pronounce initial, final, and then medial sounds in spoken words with three phonemes.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.6.b Identify short and long vowel sounds in spoken one-syllable words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.6.c Blend, count, and segment up to three phonemes in spoken one-syllable words.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.PA.6.d Add, delete, and substitute phonemes in spoken one-syllable words with up to three phonemes.</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.

II. BIG IDEA: Concepts of Print (CP) Students develop the awareness that written language carries meaning and that certain features of print ensure that texts are understood.

<p>Georgia Standards</p>	<p>Aligned Components of <i>Arts & Letters</i></p>
<p>K.F.CP.1 Conceptualizing Text: Understand that texts communicate messages.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.CP.1.a Recognize that texts and images represent objects and ideas, have meaning, and convey messages.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

<p>K.F.CP.1.b Recognize and interpret print messages in the environment, such as labels and signs.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.CP.1.c Distinguish between letters, words, digits, and graphics.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.CP.2 Book Orientation & Directionality of Print Texts: Understand the conventional layout of books and how to maneuver them.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.CP.2.a Hold books upright and begin reading at the front.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.CP.2.b Follow text from top to bottom, left to right, and turn pages from right to left.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.CP.2.c Identify the front and back covers of books and their basic elements: titles, author names, illustrator names, and graphics.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.CP.3 Mechanics of Print Texts: Build a knowledge base of print conventions.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.CP.3.a Recognize that written words are made up of individual letters.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.CP.3.b Recognize that words are separated by spaces.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.CP.3.c Understand that sentences begin with capital letters and end with punctuation to indicate the end of a sentence.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

<p>K.F.CP.4 Alphabet Knowledge: Demonstrate knowledge of the alphabet.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.CP.4.a Recite the letters of the alphabet in order.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.CP.4.b Name and identify each uppercase and lowercase letter in random order.</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.

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.

<p>Georgia Standards</p>	<p>Aligned Components of <i>Arts & Letters</i></p>
<p>K.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.</p>
<p>K.F.P.1.a Identify and produce basic one-to-one phoneme-grapheme correspondences for the most frequently used sound for each consonant.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.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>K.F.P.2.a Blend letter sounds to decode simple one-syllable words, including regularly spelled high-frequency words (VC, CV, CVC).</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

<p>K.F.P.2.b Identify and decode parts of irregularly spelled 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>K.F.P.2.c This progression begins in 1st grade.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.P.2.d This progression begins in 1st grade.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.P.2.e Identify and distinguish between words that are spelled similarly by identifying the sounds of the letters that differ.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.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>K.F.P.3.a Use knowledge of letter/sound correspondences to connect letters (graphemes) to sounds (phonemes) to encode simple one-syllable words, including high-frequency words (VC, CV, CVC).</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.P.3.b Identify and encode irregularly spelled 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>K.F.P.3.c This progression begins in 1st grade.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.P.3.d This progression begins in 1st grade.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.P.4 This progression begins in 3rd grade.</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>K.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><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.F.1.a Develop sight word vocabulary using decoding skills by reading regularly and irregularly spelled high-frequency words in isolation and context with increasing automaticity, including first and last names of students and others.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.F.1.b Read familiar texts chorally with appropriate volume and rate.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.F.1.c Read grade-level texts with purpose and understanding.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.F.1.d This progression begins in 1st grade.</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.

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

<p>K.F.H.1 Motor Skills & Letter/Word Formation: Use fine motor skills to form legible letters and words in print.</p>	<p>Kindergarten, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 3, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p>K.F.H.1.a Form all uppercase and lowercase letters.</p>	<p>Kindergarten, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 3, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p>K.F.H.1.b Form words, including first and last names.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>K.F.H.1.c Use appropriate spacing between letters, 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>K.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>Kindergarten, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 3, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p>K.F.H.2.a Practice basic transcription skills.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

<p>K.F.H.2.b Begin building handwriting fluency by forming accurate letters, including those in first and last names.</p>	<p>Kindergarten, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 3, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p>K.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>K.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 (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>K.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>Kindergarten, 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>Kindergarten, 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>Kindergarten, 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>Kindergarten, Module 4, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40</p>
<p>K.P.EICC.1.a</p>	<p>Kindergarten, Module 1, Lessons 5, 10, 15, 20, 27, 32, 36</p> <p>Kindergarten, Module 2, Lessons 5, 10, 15, 22, 27, 32, 36</p>

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

<p>Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.</p>	<p>Kindergarten, Module 3, Lessons 5, 17, 18, 23, 27, 32, 33, 36, 38 Kindergarten, Module 4, Lessons 5, 11, 19, 25, 31, 33, 36</p>
<p>K.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>K.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>Kindergarten, 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>Kindergarten, 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>Kindergarten, 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>Kindergarten, Module 4, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40</p>
<p>K.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>Kindergarten, Module 1, Lessons 3, 4, 9, 10, 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>Kindergarten, Module 2, Lessons 4, 8, 9, 10, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 36, 37, 38</p> <p>Kindergarten, Module 3, Lessons 4, 8, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 4, Lessons 4, 8, 9, 10, 11, 12, 13, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p>
<p>K.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>Kindergarten, Module 1, Lessons 5, 10, 15, 20, 27, 32, 36</p> <p>Kindergarten, Module 2, Lessons 5, 10, 15, 22, 27, 30, 32, 36</p> <p>Kindergarten, Module 3, Lessons 5, 17, 27, 32, 33, 36</p> <p>Kindergarten, Module 4, Lessons 5, 11, 19, 21, 25, 31, 36, 39</p>

<p>K.P.EICC.1.f</p> <p>Develop independence and autonomy as a reader and writer.</p>	<p>Kindergarten, 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, 34, 36, 37, 38</p> <p>Kindergarten, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 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>K.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>Kindergarten, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38</p> <p>Kindergarten, 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</p> <p>Kindergarten, 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>K.P.EICC.2.a</p> <p>Share real or imagined experiences by interpreting and constructing texts that tell or include stories.</p>	<p>Kindergarten, Module 1, Lessons 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 36, 37, 38</p>
<p>K.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>Kindergarten, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38</p> <p>Kindergarten, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38</p> <p>Kindergarten, 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</p> <p>Kindergarten, 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>K.P.EICC.2.c Explain and learn concepts and processes by interpreting and constructing texts.</p>	<p>Kindergarten, Module 1, Lessons 9, 10, 15, 16, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 3, Lessons 6, 8, 10, 11, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 4, Lessons 7, 12, 24, 25, 26, 29, 31, 32</p>
<p>K.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas.</p>	<p>Kindergarten, Module 1, Lessons 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20, 21, 25, 26, 27, 28, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 2, Lessons 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 15, 16, 20, 21, 22, 23, 25, 26, 27, 28, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 3, Lessons 3, 4, 5, 6, 8, 9, 10, 11, 15, 16, 17, 18, 20, 21, 22, 23, 25, 26, 27, 28, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 4, Lessons 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p>
<p>K.P.EICC.2.e Consume and produce texts in order to solve problems or influence decisions.</p>	<p>Kindergarten, Module 4, Lessons 9, 10, 11, 12, 25, 26, 30, 32</p>
<p>K.P.EICC.3 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>Kindergarten, Module 1, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Kindergarten, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37</p> <p>Kindergarten, Module 3, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Kindergarten, Module 4, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>

<p>K.P.EICC.3.a Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.</p>	<p>Kindergarten, 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 Kindergarten, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33 Kindergarten, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33 Kindergarten, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p>
<p>K.P.EICC.3.b Scan and skim the text, making note of structures and sections that might be most useful.</p>	<p>Kindergarten, Module 1, Lessons 2, 7, 12, 13, 14, 17, 24, 29 Kindergarten, Module 2, Lessons 2, 7, 12, 13, 19, 20, 24, 29 Kindergarten, Module 3, Lessons 2, 4, 7, 8, 14, 17, 18, 19, 20, 24, 27, 29, 31 Kindergarten, Module 4, Lessons 2, 3, 5, 8, 16, 22, 25, 30, 36</p>
<p>K.P.EICC.3.c 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>Kindergarten, Module 1, Lessons 1, 7, 14, 25, 26, 28, 32, 36 Kindergarten, Module 2, Lessons 1, 14, 20, 21, 22, 23, 24, 30, 33, 37 Kindergarten, Module 3, Lessons 1, 21, 23, 27, 28, 30, 36 Kindergarten, Module 4, Lessons 1, 4, 5, 6, 7, 24, 25, 27, 31, 33, 36</p>
<p>K.P.EICC.3.d Summarize and visualize sections of the text to maintain understanding.</p>	<p>Kindergarten, Module 1, Lesson 36 Kindergarten, Module 2, Lessons 25, 30 Kindergarten, Module 3, Lessons 3, 8, 9, 10, 15, 17, 20, 21, 25 Kindergarten, Module 4, Lessons 3, 9, 23, 29, 33</p>
<p>K.P.EICC.3.e Make and track predictions about the events and information likely to come next.</p>	<p>Kindergarten, Module 1, Lesson 30 Kindergarten, Module 2, Lesson 5 Kindergarten, Module 3, Lesson 1</p>

<p>K.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text.</p>	<p>Kindergarten, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Kindergarten, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Kindergarten, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Kindergarten, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>
<p>K.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>Kindergarten, Module 1, Lessons 3, 4, 10, 25, 26</p> <p>Kindergarten, Module 2, Lessons 4, 8, 10, 14, 20, 32</p> <p>Kindergarten, Module 3, Lessons 10, 16, 22, 26, 28, 32</p> <p>Kindergarten, Module 4, Lessons 4, 8, 10, 12, 18, 22, 24, 29, 30, 32</p>
<p>K.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>Kindergarten, Module 1, Lessons 12, 13, 16, 18, 19, 20, 25, 26, 27, 29, 30, 31, 32, 37</p> <p>Kindergarten, Module 2, Lessons 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 36, 37, 38</p> <p>Kindergarten, Module 3, Lessons 3, 5, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 4, Lessons 4, 5, 7, 8, 9, 10, 11, 12, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37, 38, 39</p>
<p>K.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience.</p>	<p>Kindergarten, Module 2, Lessons 13, 14, 15, 16, 19, 20, 21, 22, 25, 26, 27, 28, 31, 38</p> <p>Kindergarten, Module 3, Lessons 3, 9, 10, 11, 14, 18, 21, 23, 33, 38</p> <p>Kindergarten, Module 4, Lessons 7, 9, 10, 11, 31, 38</p>

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

<p>K.P.EICC.4.g 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>Kindergarten, Module 2, Lesson 30 Kindergarten, Module 4, Lesson 31</p>
<p>K.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.</p>	<p>Kindergarten, Module 1, Lessons 16, 25, 30, 31, 38 Kindergarten, Module 2, Lessons 16, 25, 31, 38 Kindergarten, Module 3, Lessons 18, 23, 33, 38 Kindergarten, Module 4, Lessons 13, 20, 27, 33, 38</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.

<p>Georgia Standards</p>	<p>Aligned Components of <i>Arts & Letters</i></p>
<p>K.P.ST.1 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>Kindergarten, Module 1, Lessons 1, 6, 7, 11, 14, 16, 21, 25, 26, 28, 32 Kindergarten, Module 2, Lessons 6, 11, 14, 16, 20, 23, 28, 30, 33, 37 Kindergarten, Module 3, Lessons 1, 6, 11, 18, 21, 23, 27, 28, 30, 33, 36 Kindergarten, Module 4, Lessons 1, 4, 5, 6, 7, 12, 13, 20, 21, 24, 25, 26, 27, 31, 32, 33, 36</p>
<p>K.P.ST.1.a Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.</p>	<p>Kindergarten, Module 1, Lessons 1, 6, 7, 11, 14, 16, 21, 25, 26, 28, 32 Kindergarten, Module 2, Lessons 6, 11, 14, 16, 20, 23, 28, 30, 33, 37 Kindergarten, Module 3, Lessons 1, 6, 11, 18, 21, 23, 27, 28, 30, 33, 36 Kindergarten, Module 4, Lessons 1, 4, 5, 6, 7, 12, 13, 20, 21, 24, 25, 26, 27, 31, 32, 33, 36</p>
<p>K.P.ST.1.b Consider how context impacts the purposes of the author and the audience.</p>	<p>Kindergarten, Module 3, Lesson 6 Kindergarten, Module 4, Lessons 4, 6</p>

<p>K.P.ST.1.c Explore how context shapes the author’s decisions and the audience’s responses during the interpretation and construction of texts.</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>K.P.ST.2 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>Kindergarten, Module 1, Lessons 14, 19, 26, 30, 31 Kindergarten, Module 2, Lessons 4, 5, 13, 14, 15, 16, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 31 Kindergarten, Module 3, Lessons 9, 10, 11, 14, 21, 26, 30, 31 Kindergarten, Module 4, Lessons 1, 2, 5, 7, 9, 10, 11, 24, 27, 30, 31</p>
<p>K.P.ST.2.a 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>Kindergarten, Module 1, Lesson 31 Kindergarten, Module 2, Lessons 13, 14, 15, 16, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 31 Kindergarten, Module 3, Lessons 9, 10, 11, 14, 21 Kindergarten, Module 4, Lessons 7, 9, 10, 11, 31</p>
<p>K.P.ST.2.b Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.</p>	<p>Kindergarten, Module 2, Lesson 5 Kindergarten, Module 4, Lessons 1, 2, 5, 27</p>
<p>K.P.ST.2.c 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>Kindergarten, Module 1, Lessons 14, 19, 26 Kindergarten, Module 2, Lessons 4, 14, 21, 26, 31 Kindergarten, Module 3, Lessons 10, 20, 21, 26, 30, 31 Kindergarten, Module 4, Lessons 10, 24, 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>K.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>Kindergarten, Module 1, Lessons 19, 30, 31, 32</p> <p>Kindergarten, Module 2, Lessons 3, 4, 8, 11, 13, 14, 15, 16, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31</p> <p>Kindergarten, Module 3, Lessons 3, 7, 8, 9, 10, 11, 14, 16, 18, 20, 21, 25, 26</p> <p>Kindergarten, Module 4, Lessons 2, 3, 7, 9, 10, 11, 12, 17, 30, 31</p>
<p>K.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>Kindergarten, Module 1, Lesson 32</p> <p>Kindergarten, Module 2, Lessons 3, 8, 13, 14, 15, 16, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31</p> <p>Kindergarten, Module 3, Lessons 3, 9, 10, 11, 14, 18, 21, 25</p> <p>Kindergarten, Module 4, Lessons 7, 9, 10, 11, 17, 31</p>
<p>K.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>Kindergarten, Module 1, Lessons 19, 31</p> <p>Kindergarten, Module 2, Lessons 4, 14, 21, 31</p> <p>Kindergarten, Module 3, Lessons 7, 8, 16, 20, 26</p> <p>Kindergarten, Module 4, Lessons 10, 30, 31</p>
<p>K.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>Kindergarten, Module 2, Lesson 16</p> <p>Kindergarten, Module 4, Lesson 12</p>
<p>K.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>Kindergarten, Module 1, Lessons 30, 31, 32</p> <p>Kindergarten, Module 2, Lessons 11, 23</p> <p>Kindergarten, Module 3, Lessons 9, 10, 20, 21, 26</p> <p>Kindergarten, Module 4, Lessons 2, 3, 7, 10</p>

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

	<p>Kindergarten, Module 3, Lessons 2, 3, 4, 5, 7, 8, 10, 15, 16, 20, 22, 25, 26, 30, 31</p> <p>Kindergarten, Module 4, Lessons 4, 7, 8, 9, 10, 11, 12, 17, 18, 22, 23, 24, 25, 26, 29, 30</p>
<p>K.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>Kindergarten, Module 1, Lessons 4, 9, 14, 19, 26, 31</p> <p>Kindergarten, Module 2, Lessons 4, 9, 14, 21, 26, 31</p> <p>Kindergarten, Module 3, Lessons 4, 10, 16, 22, 26, 31</p> <p>Kindergarten, Module 4, Lessons 4, 10, 18, 24, 30</p>
<p>K.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>Kindergarten, Module 2, Lessons 3, 20, 21, 24, 25, 30</p> <p>Kindergarten, Module 3, Lessons 8, 15, 20, 25, 26, 30</p> <p>Kindergarten, Module 4, Lessons 4, 7, 12, 17, 23, 29</p>
<p>K.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>Kindergarten, Module 2, Lessons 3, 20, 21, 24, 25, 30</p> <p>Kindergarten, Module 3, Lessons 8, 15, 20, 25, 26, 30</p>
<p>K.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>Kindergarten, Module 1, Lessons 6, 7, 9, 11, 12, 17, 18, 19, 21, 24, 28, 29</p> <p>Kindergarten, Module 2, Lessons 12, 16, 19, 28, 33</p> <p>Kindergarten, Module 3, Lessons 2, 3, 4, 5, 7, 8</p> <p>Kindergarten, Module 4, Lessons 8, 9, 10, 11, 12, 22, 23, 24, 25, 26</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>K.P.CP.1 Collaboration: Collaborate with others to accomplish shared goals and projects.</p>	<p>Kindergarten, Module 1, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 19, 20, 21, 26, 27, 28, 29, 31, 32, 33, 36, 37</p> <p>Kindergarten, Module 3, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37</p> <p>Kindergarten, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 31, 32, 33, 36, 38, 39</p>
<p>K.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.</p>	<p>Kindergarten, Module 1, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 19, 20, 21, 26, 27, 28, 29, 31, 32, 33, 36, 37</p> <p>Kindergarten, Module 2, Lessons 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Kindergarten, Module 3, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37</p> <p>Kindergarten, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 31, 32, 33, 36, 38</p>
<p>K.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>Kindergarten, Module 1, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 19, 20, 21, 26, 27, 28, 29, 31, 32, 33, 36, 37</p> <p>Kindergarten, Module 2, Lessons 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Kindergarten, Module 3, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37</p> <p>Kindergarten, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 31, 32, 33</p>
<p>K.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.</p>	<p>Kindergarten, Module 2, Lessons 16, 25, 38</p> <p>Kindergarten, Module 3, Lesson 36</p> <p>Kindergarten, Module 4, Lessons 19, 20, 25, 31, 32, 36, 39</p>

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

<p>K.P.CP.2.e Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.</p>	<p>Kindergarten, Module 2, Lesson 32</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>K.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>Kindergarten, Module 1, Lessons 26, 27, 38 Kindergarten, Module 2, Lessons 4, 6, 8, 12, 13, 14, 16, 19, 24, 25, 26, 27, 28, 29, 30, 31, 37, 38 Kindergarten, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 10, 11, 14, 16, 17, 18, 19, 21, 22, 23, 24, 27, 28, 29, 31, 32, 33, 36, 38</p>
<p>K.L.GC.1.1 Usage: Use nouns and verbs to share complete thoughts when speaking. (Introduce, Master)</p>	<p>Kindergarten, Module 2, Lessons 12, 13, 14, 16, 26 Kindergarten, Module 3, Lessons 7, 8, 16</p>
<p>K.L.GC.1.2 Usage: Form and use singular and plural nouns when speaking. (Introduce, Master)</p>	<p>Kindergarten, Module 2, Lessons 6, 8, 16</p>
<p>K.L.GC.1.3 Usage: Use interrogatives to ask questions when speaking. (Introduce, Master)</p>	<p>Kindergarten, Module 2, Lessons 12, 19, 24, 29 Kindergarten, Module 3, Lessons 2, 5, 6, 8, 11, 14, 18, 23, 24, 28, 29, 31, 33 Kindergarten, Module 4, Lessons 2, 8, 16, 19, 20, 22, 28, 31, 36</p>
<p>K.L.GC.1.4 Mechanics: Capitalize the first word of a sentence and the pronoun I. (Introduce, Master)</p>	<p>Kindergarten, Module 2, Lessons 16, 24, 25, 27, 28, 29, 31, 37, 38 Kindergarten, Module 3, Lessons 11, 14, 18, 19, 21, 23, 29, 32, 33, 36, 38 Kindergarten, Module 4, Lessons 9, 12, 13, 27, 28, 33</p>

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

<p>K.L.GC.1.5 Grammar: Form regular plural nouns by adding -s or -es. (Introduce)</p>	<p>Kindergarten, Module 2, Lessons 6, 8, 16</p>
<p>K.L.GC.1.6 Grammar: Form and use verbs by adding -ing, -ed, or -s. (Introduce)</p>	<p>Kindergarten, Module 2, Lesson 6 Kindergarten, Module 3, Lesson 22</p>
<p>K.L.GC.1.7 Grammar: Use action verbs. (Introduce)</p>	<p>Kindergarten, Module 2, Lessons 4, 14, 16 Kindergarten, Module 3, Lesson 8</p>
<p>K.L.GC.1.8 Grammar: Use adjectives and adverbs. (Introduce)</p>	<p>Kindergarten, Module 2, Lessons 4, 30 Kindergarten, Module 3, Lessons 3, 4, 8, 10</p>
<p>K.L.GC.1.9 Grammar: Use common and proper nouns. (Introduce)</p>	<p>Kindergarten, Module 3, Lesson 2</p>
<p>K.L.GC.1.10 Grammar: Form and use the simple verb tenses. (Introduce)</p>	<p>Kindergarten, Module 2, Lessons 14, 16 Kindergarten, Module 3, Lessons 8, 22</p>
<p>K.L.GC.1.11 Usage: Use determiners (articles, possessive determiners, demonstrative adjectives). (Introduce)</p>	<p>Kindergarten, Module 1, Lessons 26, 27, 38 Kindergarten, Module 3, Lessons 17, 27 Kindergarten, Module 4, Lessons 25, 30</p>
<p>K.L.GC.1.12 Mechanics: Capitalize proper nouns. (Introduce)</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 1. Level 1, Module 1, Lessons 16, 29, 32, 38 Level 1, Module 3, Lesson 16</p>
<p>K.L.GC.1.13 Mechanics: Use periods, exclamation marks, and question marks at the end of sentences. (Introduce)</p>	<p>Kindergarten, Module 2, Lessons 12, 16, 19, 24, 25, 28, 29, 31, 37, 38 Kindergarten, Module 3, Lessons 2, 7, 11, 14, 18, 19, 21, 23, 29, 32, 33, 36, 38 Kindergarten, Module 4, Lessons 2, 8, 16, 22, 27, 28, 30, 32, 33</p>

<p>K.L.GC.2 Syntax: Recognize and compose coherent sentences that express complete thoughts.</p>	<p>Kindergarten, Module 1, Lessons 11, 16, 17, 19, 20, 21, 26, 27, 28, 31, 33, 37, 38 Kindergarten, Module 2, Lessons 6, 11, 13, 15, 16, 21, 23, 24, 25, 27, 28, 29, 30, 33, 37, 38 Kindergarten, Module 3, Lessons 2, 6, 7, 11, 14, 18, 19, 21, 23, 24, 27, 28, 29, 32, 33, 36, 37, 38 Kindergarten, Module 4, Lessons 6, 8, 9, 10, 11, 12, 16, 20, 21, 22, 25, 26, 27, 28, 30, 31, 32, 33</p>
<p>K.L.GC.2.a Recognize that conventional sentences always include a subject and a predicate.</p>	<p>Kindergarten, Module 2, Lessons 16, 23, 33 Kindergarten, Module 3, Lessons 2, 6, 7, 11, 14, 18, 19, 21, 23, 24, 27, 28, 29, 32, 33, 36, 37, 38</p>
<p>K.L.GC.2.b With adult support, use simple sentences to express complete thoughts in written texts.</p>	<p>Kindergarten, Module 1, Lessons 11, 16, 17, 19, 20, 21, 26, 27, 28, 31, 33, 37, 38 Kindergarten, Module 2, Lessons 6, 11, 13, 15, 16, 21, 23, 24, 25, 27, 28, 29, 30, 33, 37, 38 Kindergarten, Module 3, Lessons 2, 6, 7, 11, 14, 18, 19, 21, 23, 24, 27, 28, 29, 32, 33, 36, 37, 38 Kindergarten, Module 4, Lessons 2, 6, 8, 9, 10, 11, 12, 16, 20, 21, 22, 25, 26, 27, 28, 30, 31, 32, 33, 39</p>
<p>K.L.GC.2.c With adult support, use singular and plural subjects with matching verbs.</p>	<p><i>Arts & Letters</i> addresses this standard in grade level 1. Level 1, Module 2, Lessons 6, 21, 26, 32, 33</p>
<p>K.L.GC.2.d This progression begins in 1st grade.</p>	
<p>K.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>K.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>Kindergarten, Module 1, Lessons 3, 4, 5, 10, 13, 14, 15, 18, 19, 20, 25, 26, 27, 32, 36, 38</p> <p>Kindergarten, Module 2, Lessons 4, 5, 8, 10, 13, 14, 15, 20, 26, 27, 32, 36, 38</p> <p>Kindergarten, Module 3, Lessons 8, 10, 11, 16, 18, 22, 25, 26, 27, 28, 32, 33, 36</p> <p>Kindergarten, Module 4, Lessons 4, 6, 8, 11, 12, 17, 18, 19, 22, 24, 25, 26, 29, 30, 32, 38</p>
<p>K.L.V.1.a Acquire and apply general, academic, and specialized vocabulary words and phrases through grade-level texts and content.</p>	<p>Kindergarten, Module 1, Lessons 3, 4, 10, 13, 14, 18, 19, 20, 25, 26</p> <p>Kindergarten, Module 2, Lessons 4, 8, 10, 13, 14, 26</p> <p>Kindergarten, Module 3, Lessons 8, 10, 16, 22, 25, 26, 28, 32, 36</p> <p>Kindergarten, Module 4, Lessons 4, 8, 11, 12, 17, 18, 19, 22, 24, 25, 29, 30</p>
<p>K.L.V.1.b Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.</p>	<p>Kindergarten, Module 1, Lessons 5, 10, 15, 20, 27, 32, 36, 38</p> <p>Kindergarten, Module 2, Lessons 5, 10, 15, 20, 27, 32, 36, 38</p> <p>Kindergarten, Module 3, Lessons 11, 18, 27, 33</p> <p>Kindergarten, Module 4, Lessons 6, 12, 19, 26, 30, 32, 38</p>
<p>K.L.V.2 Word Analysis: Acquire and apply word analysis skills to deconstruct and construct words to make meaning. This progression begins in 1st grade.</p>	

<p>K.L.V.2.a This progression begins in 1st grade.</p>	
<p>K.L.V.2.b This progression begins in 3rd grade.</p>	
<p>K.L.V.2.c This progression begins in 1st grade.</p>	
<p>K.L.V.2.d This progression begins in 6th grade.</p>	
<p>K.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>Kindergarten, Module 1, Lessons 3, 4, 5, 10, 13, 14, 15, 18, 19, 20, 25, 26, 27, 32, 36, 38</p> <p>Kindergarten, Module 2, Lessons 4, 5, 8, 10, 12, 13, 14, 15, 20, 26, 27, 32, 36, 37, 38</p> <p>Kindergarten, Module 3, Lessons 5, 8, 10, 11, 14, 15, 16, 17, 19, 21, 22, 25, 26, 27, 28, 29</p> <p>Kindergarten, Module 4, Lessons 4, 7, 8, 9, 10, 11, 12, 13, 17, 18, 19, 22, 24, 25, 26, 27, 29, 30, 31, 32</p>
<p>K.L.V.3.a With adult support, determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p>	<p>Kindergarten, Module 1, Lessons 3, 4, 10, 13, 14, 18, 19, 20, 25, 26</p> <p>Kindergarten, Module 2, Lessons 4, 8, 10, 13, 14, 26</p> <p>Kindergarten, Module 3, Lessons 8, 10, 16, 22, 25, 26, 28, 32, 36</p> <p>Kindergarten, Module 4, Lessons 4, 8, 11, 12, 17, 18, 19, 22, 24, 25, 29, 30</p>
<p>K.L.V.3.b Identify and sort common words into basic categories based on similarities and differences.</p>	<p>Kindergarten, Module 2, Lessons 12, 26, 37</p> <p>Kindergarten, Module 3, Lessons 8, 11, 16</p> <p>Kindergarten, Module 4, Lessons 7, 13, 27</p>
<p>K.L.V.3.c This progression begins in 1st grade.</p>	

<p>K.L.V.3.d This progression begins in 1st grade.</p>	
<p>K.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>Kindergarten, Module 1, Lessons 5, 10, 15, 20, 27, 32, 36, 38 Kindergarten, Module 2, Lessons 5, 10, 15, 20, 27, 32, 36, 38 Kindergarten, Module 3, Lessons 5, 11, 14, 17, 19, 21, 26, 27, 29, 32, 36 Kindergarten, Module 4, Lessons 5, 9, 10, 11, 12, 19, 25, 26, 30, 31, 32</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.

<p>Georgia Standards</p>	<p>Aligned Components of Arts & Letters</p>
<p>K.T.C.1 Purpose & Audience: Explain how authors of texts use language for a specific purpose and a target audience.</p>	<p>Kindergarten, Module 1, Lessons 7, 12, 17, 24 Kindergarten, Module 2, Lessons 3, 20, 21, 24, 25, 30 Kindergarten, Module 3, Lessons 8, 10, 15, 20, 21, 24, 25, 26, 27, 30 Kindergarten, Module 4, Lessons 3, 4, 7, 12, 17, 18, 19, 20, 23, 29, 37, 38, 39</p>
<p>K.T.C.1.a Identify the general purpose (e.g., to tell stories, to provide information, to share opinions) and target audience in a variety of texts.</p>	<p>Kindergarten, Module 2, Lessons 3, 20, 21, 24, 25, 30 Kindergarten, Module 3, Lessons 8, 15, 20, 25, 26, 30 Kindergarten, Module 4, Lessons 4, 7, 12, 17, 23, 29</p>
<p>K.T.C.1.b With adult support, identify different modes of communication print, digital, auditory, and visual.</p>	<p>Kindergarten, Module 1, Lessons 7, 12, 17, 24 Kindergarten, Module 4, Lesson 3</p>
<p>K.T.C.1.c With adult support, create texts in various modes (e.g., print, digital, auditory, and/or visual).</p>	<p>Kindergarten, Module 3, Lessons 24, 25, 26, 27 Kindergarten, Module 4, Lessons 17, 18, 19, 20, 37, 38, 39</p>
<p>K.T.C.2 Authors & Speakers: Investigate the relationships between authors and speakers in texts.</p>	<p>Kindergarten, Module 2, Lessons 3, 9, 29 Kindergarten, Module 3, Lessons 10, 22, 24, 31</p>

<p>K.T.C.2.a Identify the authors and illustrators of picture books and explain their roles.</p>	<p>Kindergarten, Module 2, Lessons 3, 9, 29 Kindergarten, Module 3, Lessons 10, 22, 24, 31 Kindergarten, Module 4, Lesson 23</p>
<p>K.T.C.2.b This progression begins in 6th grade.</p>	
<p>K.T.C.2.c This progression begins in 3rd grade.</p>	
<p>K.T.C.2.d 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>K.T.SS.1 Organization: Identify and use organizational structures to craft meaning.</p>	<p>Kindergarten, Module 1, Lessons 15, 20, 27, 32, 38 Kindergarten, Module 2, Lessons 14, 19, 20, 21, 22, 23, 25, 28, 30, 36 Kindergarten, Module 3, Lessons 3, 8, 15, 17, 20, 21, 24, 25, 26, 27, 30 Kindergarten, Module 4, Lessons 9, 17, 18, 19, 23, 29, 37, 38, 39</p>
<p>K.T.SS.1.a Identify and use text features, including titles, headings, photos, and illustrations, to determine if a text is fiction or nonfiction.</p>	<p>Kindergarten, Module 2, Lessons 20, 30 Kindergarten, Module 3, Lessons 8, 20, 21, 30</p>
<p>K.T.SS.1.b With adult support, use text features, including titles, illustrations, and/or labels to add clarity/coherence to texts.</p>	<p>Kindergarten, Module 1, Lessons 15, 20, 27, 32, 38 Kindergarten, Module 2, Lessons 14, 19, 20, 21, 22, 23, 28, 36 Kindergarten, Module 3, Lessons 24, 25, 26, 27 Kindergarten, Module 4, Lessons 17, 18, 19, 37, 38, 39</p>

<p>K.T.SS.1.c With adult support, retell events and actions in sequence.</p>	<p>Kindergarten, Module 2, Lessons 25, 30 Kindergarten, Module 3, Lessons 3, 15, 17, 25 Kindergarten, Module 4, Lessons 9, 17, 23, 29</p>
<p>K.T.SS.1.d This progression begins in 3rd grade.</p>	
<p>K.T.SS.2 Craft: Identify and use descriptive and engaging language.</p>	<p>Kindergarten, Module 3, Lessons 3, 5, 15, 17, 25, 27, 32, 36 Kindergarten, Module 4, Lesson 11</p>
<p>K.T.SS.2.a Identify interesting and/or descriptive words that express feelings or appeal to the senses in texts.</p>	<p>Kindergarten, Module 1, Lesson 30 Kindergarten, Module 3, Lesson 27 Kindergarten, Module 4, Lesson 11</p>
<p>K.T.SS.2.b With adult support, use interesting and/or descriptive words to craft engaging texts.</p>	<p>Kindergarten, Module 2, Lesson 30</p>
<p>K.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.

<p>Georgia Standards</p>	<p>Aligned Components of Arts & Letters</p>
<p>K.T.T.1 Narrative Techniques: Identify and use narrative techniques to shape understanding.</p>	<p>Kindergarten, Module 1, Lessons 3, 5, 10, 13, 15, 18, 20, 25, 27, 32, 36 Kindergarten, Module 2, Lessons 3, 5, 8, 10, 13, 15, 20, 22, 25, 27, 30, 32, 36 Kindergarten, Module 4, Lessons 5, 8, 9, 10, 11, 12, 13, 17, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p>

<p>K.T.T.1.a Identify techniques used to craft stories, including characters, setting, and major events.</p>	<p>Kindergarten, Module 1, Lessons 3, 13, 18, 25 Kindergarten, Module 2, Lessons 3, 8, 13, 20, 25, 30 Kindergarten, Module 3, Lessons 3, 15, 25 Kindergarten, Module 4, Lessons 9, 17, 23, 29</p>
<p>K.T.T.1.b This progression begins in 1st grade.</p>	
<p>K.T.T.1.c With adult support, demonstrate an understanding of the central message, lesson, or moral of the story based on the words and actions of the main characters.</p>	<p>Kindergarten, Module 1, Lessons 5, 10, 15, 20, 27, 32, 36 Kindergarten, Module 2, Lessons 5, 10, 15, 22, 27, 32, 36 Kindergarten, Module 3, Lessons 5, 17, 27, 32, 36 Kindergarten, Module 4, Lessons 5, 11, 19, 31, 36</p>
<p>K.T.T.1.d With adult support, compare and contrast characters and their experiences in stories across diverse cultures.</p>	<p>Kindergarten, Module 1, Lesson 25 Kindergarten, Module 2, Lessons 13, 23, 27, 32, 36 Kindergarten, Module 4, Lesson 26</p>
<p>K.T.T.1.e Use a combination of drawing, labeling, writing, and dictating to create a text with narrative techniques (e.g., characters, setting, events) told in the order in which they occurred.</p>	<p>Kindergarten, Module 4, Lessons 8, 9, 10, 11, 12, 13, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p>
<p>K.T.T.2 Expository Techniques: Identify and use expository techniques to shape understanding.</p>	<p>Kindergarten, Module 3, Lessons 6, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 29, 30, 31, 32, 33, 36, 37, 38 Kindergarten, Module 4, Lessons 7, 9, 12, 24, 25, 26, 29, 31, 32</p>
<p>K.T.T.2.a Identify techniques used to craft expository texts, including main topic.</p>	<p>Kindergarten, Module 1, Lessons 8, 30 Kindergarten, Module 2, Lesson 3 Kindergarten, Module 3, Lessons 8, 9, 20, 21, 30 Kindergarten, Module 4, Lesson 9</p>
<p>K.T.T.2.b With adult support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Kindergarten, Module 3, Lessons 6, 8, 10, 20, 21, 22, 31, 32, 36 Kindergarten, Module 4, Lessons 7, 12, 24, 25, 26, 29, 31, 32</p>

<p>K.T.T.2.c Use a combination of drawing, labeling, writing, and dictating to create a text with expository techniques that includes a topic and information about the topic.</p>	<p>Kindergarten, 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 Kindergarten, Module 3, Lessons 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 29, 30, 31, 32, 33, 36, 37, 38</p>
<p>K.T.T.3 Opinion Techniques: Identify and use opinion techniques to shape understanding.</p>	<p>Kindergarten, Module 4, Lessons 7, 8, 9, 10, 11, 12, 13, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p>
<p>K.T.T.3.a Explain the difference between opinions and facts about a topic.</p>	<p>Kindergarten, Module 4, Lessons 7, 9</p>
<p>K.T.T.3.b This progression begins in 9th grade.</p>	
<p>K.T.T.3.c Use a combination of drawing, labeling, writing, and dictating to express an opinion about a topic.</p>	<p>Kindergarten, Module 4, Lessons 8, 9, 10, 11, 12, 13, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33</p>
<p>K.T.T.3.d This progression begins in 9th grade.</p>	
<p>K.T.T.4 Poetic Techniques: Identify and use poetic techniques to shape understanding.</p>	<p>Kindergarten, Module 1, Lessons 3, 4 Kindergarten, Module 2, Lessons 20, 21</p>
<p>K.T.T.4.a Identify poetic techniques used to craft poetic texts, including rhyme.</p>	<p>Kindergarten, Module 1, Lessons 3, 4 Kindergarten, Module 2, Lessons 20, 21</p>
<p>K.T.T.4.b With adult support, use poetic techniques to create poems 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.

Georgia Standards	Aligned Components of <i>Arts & Letters</i>
<p>K.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>Kindergarten, Module 1, Lessons 6, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 2, Lessons 6, 11, 16, 23, 28, 33, 36</p> <p>Kindergarten, Module 3, Lessons 6, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 4, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p>
<p>K.T.RA.1.a With adult support, ask questions about topics of interest for research.</p>	<p>Kindergarten, Module 1, Lessons 6, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 2, Lessons 6, 11, 16, 23, 28, 33, 36</p> <p>Kindergarten, Module 3, Lessons 6, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 4, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 36, 37, 38, 39</p>
<p>K.T.RA.1.b With adult support, collaborate to conduct research on a shared topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids.</p>	<p>Kindergarten, Module 1, Lessons 6, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 2, Lessons 6, 11, 16, 23, 28, 33, 36</p> <p>Kindergarten, Module 4, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 36, 37, 38, 39</p>
<p>K.T.RA.1.c With adult support, share relevant and accurate information through a variety of different modes.</p>	<p>Kindergarten, Module 1, Lessons 6, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 2, Lessons 6, 11, 16, 23, 28, 33, 36</p> <p>Kindergarten, Module 4, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p>

<p>K.T.RA.2 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>Kindergarten, Module 1, Lessons 5, 10, 13, 15, 18, 20, 25, 27, 32, 36, 37 Kindergarten, Module 2, Lessons 5, 10, 15, 22, 27, 32, 36 Kindergarten, Module 3, Lessons 5, 10, 11, 17, 20, 22, 24, 25, 27, 31, 32, 36 Kindergarten, Module 4, Lessons 11, 19, 20, 23, 24, 28, 29, 31, 36, 38</p>
<p>K.T.RA.2.a With adult support, refer to parts of texts when supporting an idea, answer, or opinion.</p>	<p>Kindergarten, Module 1, Lessons 5, 10, 13, 15, 18, 20, 25, 27, 32, 36, 37 Kindergarten, Module 2, Lessons 5, 10, 15, 22, 27, 32, 36 Kindergarten, Module 3, Lessons 5, 10, 11, 17, 20, 22, 24, 27, 31, 32, 36 Kindergarten, Module 4, Lessons 5, 11, 19, 23, 24, 28, 29, 31, 36</p>
<p>K.T.RA.2.b With adult support, explore various sources of information, including print, digital, and personal communication.</p>	<p>Kindergarten, Module 3, Lesson 25 Kindergarten, Module 4, Lessons 19, 20, 38</p>
<p>K.T.RA.2.c This progression begins in 5th grade.</p>	