





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

Language Domain**Foundational Skills: Reading Language****Phonics and Word Recognition**

New Jersey Standards	Aligned Components of <i>Arts & Letters</i>
L.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<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.
L.RF.2.3.A Know spelling-sound correspondences for common vowel teams.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.RF.2.3.B Decode regularly spelled two-syllable words with long vowels.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.RF.2.3.C Decode words with common prefixes and suffixes.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.RF.2.3.D Identify words with inconsistent but common spelling-sound correspondences.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.RF.2.3.E Recognize and read grade-appropriate irregularly spelled words.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.RF.2.3.F Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.

L.RF.2.3.G

Identify the parts of high-frequency words that are regular and the parts that are irregular.

Arts & Letters was designed to be implemented alongside a high-quality, research-based foundational skills program.

Language Domain

Foundational Skills: Reading Language

Fluency

New Jersey Standards	Aligned Components of <i>Arts & Letters</i>
L.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 37, 38 Level 2, Module 2, Lessons 8, 9, 10, 11, 15, 35, 36, 37 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 8, 11, 35, 36 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 26, 37
L.RF.2.4.A Read grade-level text with purpose and understanding.	Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 37, 38 Level 2, Module 2, Lessons 8, 9, 10, 11, 15, 35, 36, 37 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 8, 11, 35, 36 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 26, 37
L.RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.	Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 37, 38 Level 2, Module 2, Lessons 8, 9, 10, 11, 15, 35, 36, 37 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 8, 11, 35, 36 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 26, 37
L.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Level 2, Module 1, Lessons 2, 6 Level 2, Module 2, Lessons 8, 37 Level 2, Module 3, Lessons 2, 6 Level 2, Module 4, Lessons 2, 6

Language Domain

Foundational Skills: Reading Language

Sound-Letter Basics

New Jersey Standards	Aligned Components of <i>Arts & Letters</i>
L.WF.2.1 Demonstrate command of the conventions of writing.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.1.A Write legibly and with sufficient fluency to support composition.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.1.B Write the most common graphemes (letters or letter groups) for each phoneme, for example:	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.1.B.i Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.1.B.ii Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.

Language Domain

Foundational Skills: Writing Language

Spelling

New Jersey Standards	Aligned Components of <i>Arts & Letters</i>
L.WF.2.2 Demonstrate command of the conventions of encoding and spelling.	Level 2, Module 1, Lessons 26, 27, 28, 31, 32, 33, 37, 38 Level 2, Module 3, Lessons 10, 11, 12, 13, 18, 24, 25, 28, 35, 36 Level 2, Module 4, Lessons 14, 18, 19, 25, 26, 32, 33, 37

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L.WF.2.2.A Regular, single-syllable words that include:	Level 2, Module 1, Lesson 33
L.WF.2.2.A.i Position-based patterns (ch, -tch; k, -ck; -ge, -dge).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.2.A.ii Complex consonant blends (scr, str, squ).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.2.A.iii Less common vowel teams for long vowels (ow, oo, au, ou, ue).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.2.A.iv Vowel-r combinations (turn, star, third, four/for).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.2.A.v Contractions (we'll; I'm; they've; don't).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.2.A.vi Homophones (bear, bare; past, passed).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.2.A.vii Plurals and possessives (its, it's).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.2.B Regular two- and three-syllable words that:	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.2.B.i Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.

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L.WF.2.2.B.ii Are compounds comprising familiar parts (houseboat; yellowtail).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.2.B.iii Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.2.C Words with suffixes that require:	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.2.C.i consonant doubling (penning, slimmed).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.2.C.ii dropping silent-e (smiled, paving).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.2.D Most often used words in English:	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.2.D.i Irregular words (against, many, enough, does).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
L.WF.2.2.D.ii Pattern-based words (which, kind, have).	<i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.

Language

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

New Jersey Standards	Aligned Components of <i>Arts & Letters</i>
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<p>L.WF.2.3</p> <p>Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p>	<p>Level 2, Module 1, Lessons 11, 12, 13, 14, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 7, 12, 15, 17, 19, 21, 22, 26, 31</p> <p>Level 2, Module 3, Lessons 3, 6, 7, 8, 11, 13, 14, 17, 18, 21, 23, 24, 25, 30, 34, 35</p> <p>Level 2, Module 4, Lessons 6, 9, 11, 14, 16, 19, 25, 32</p>
<p>L.WF.2.3.A</p> <p>With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.</p>	<p>Level 2, Module 1, Lessons 11, 12, 13, 14, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 7, 12, 15, 17, 19, 21, 22, 26, 31</p> <p>Level 2, Module 3, Lessons 6, 7, 8, 11, 13, 18, 25, 30, 35</p> <p>Level 2, Module 4, Lessons 6, 9, 11, 16, 19, 27, 28, 32</p>
<p>L.WF.2.3.B</p> <p>Capitalize holidays, product names and geographic names.</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address capitalizing product names.</p> <p>Level 2, Module 2, Lessons 21, 26, 30, 31, 36, 37</p>
<p>L.WF.2.3.C</p> <p>Supply adjectives in noun phrases to make them more precise or engaging.</p>	<p>Level 2, Module 3, Lessons 14, 17, 23, 34</p> <p>Level 2, Module 4, Lessons 9, 14, 18, 25</p>
<p>L.WF.2.3.D</p> <p>Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address identifying the verbs in clauses.</p> <p>Level 2, Module 2, Lessons 20, 22, 26, 36, 37</p> <p>Level 2, Module 3, Lesson 3</p>
<p>L.WF.2.3.E</p> <p>Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.</p>	<p>Level 2, Module 4, Lessons 12, 14</p> <p><i>Arts & Letters</i> addresses punctuating dates and items in a list in grade level 1.</p> <p>Level 1, Module 3, Lessons 3, 4</p> <p><i>Arts & Letters</i> addresses punctuating titles in grade level 5.</p> <p>Level 5, Module 2, Lessons 13, 19, 20, 21, 27, 28, 29, 31, 37, 38</p> <p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address punctuating initials.</p>

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L.WF.2.3.F Use an apostrophe to form contractions and frequently occurring possessives.	Level 2, Module 3, Lesson 21 Level 2, Module 4, Lesson 15
L.WF.2.3.G With assistance, link sentences into a simple, cohesive paragraph with a main idea.	Level 2, Module 2, Lessons 12, 17, 18, 19, 23, 24, 25, 26, 29, 30, 36 Level 2, Module 3, Lessons 11, 17, 24, 35 Level 2, Module 4, Lessons 18, 32
L.KL.2.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Level 2, Module 1, Lessons 3, 4, 5, 6, 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 Level 2, Module 2, Lessons 2, 3, 6, 7, 8, 10, 11, 12, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37 Level 2, Module 3, Lessons 29, 30, 31, 35 Level 2, Module 4, Lessons 3, 4, 5, 6, 7, 8, 10, 11, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 38
L.KL.2.1.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Level 2, Module 1, Lessons 3, 4, 5, 6, 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 Level 2, Module 2, Lessons 2, 3, 6, 7, 8, 10, 11, 12, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37 Level 2, Module 3, Lessons 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 16, 17, 18, 22, 23, 24, 25, 27, 28, 29, 30, 31, 34, 35, 36 Level 2, Module 4, Lessons 3, 4, 5, 6, 7, 8, 10, 11, 13, 14, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 38
L.KL.2.1.B Compare formal and informal uses of English.	Level 2, Module 3, Lessons 29, 30, 31, 35 Level 2, Module 4, Lessons 15, 38
L.VL.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	Level 2, Module 1, Lessons 3, 4, 9, 15, 29, 31 Level 2, Module 2, Lessons 2, 3, 10, 11, 16, 18, 21, 24, 29 Level 2, Module 3, Lessons 2, 8, 9, 10, 12, 15, 17, 21, 22 Level 2, Module 4, Lessons 4, 7, 8, 13, 17, 22, 23, 25, 26, 32

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<p>L.VL.2.2.A</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Level 2, Module 1, Lessons 3, 4, 15, 29, 31</p> <p>Level 2, Module 2, Lessons 2, 10, 11, 16, 18</p> <p>Level 2, Module 3, Lessons 2, 8, 9, 10, 12, 15, 21, 22</p> <p>Level 2, Module 4, Lessons 7, 8, 13, 23, 26</p>
<p>L.VL.2.2.B</p> <p>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p>	<p>Level 2, Module 2, Lessons 3, 21, 24</p> <p>Level 2, Module 3, Lessons 2, 17, 21</p> <p>Level 2, Module 4, Lessons 17, 22, 25</p>
<p>L.VL.2.2.C</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	<p>Level 2, Module 1, Lesson 9</p> <p>Level 2, Module 2, Lesson 21</p> <p>Level 2, Module 3, Lessons 12, 17, 21</p> <p>Level 2, Module 4, Lessons 23, 32</p>
<p>L.VL.2.2.D</p> <p>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	<p>Level 2, Module 2, Lesson 29</p> <p>Level 2, Module 4, Lessons 4, 16, 26</p>
<p>L.VL.2.2.E</p> <p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Level 2, Module 2, Lesson 10</p> <p>Level 2, Module 4, Lesson 26</p>
<p>L.VI.2.3</p> <p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>Level 2, Module 1, Lessons 4, 10, 19, 31</p> <p>Level 2, Module 2, Lessons 23, 28, 29</p> <p>Level 2, Module 3, Lessons 9, 10, 11, 16, 17</p> <p>Level 2, Module 4, Lessons 7, 9, 16, 32</p>
<p>L.VI.2.3.A</p> <p>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p>Level 2, Module 1, Lesson 10</p> <p>Level 2, Module 2, Lesson 29</p> <p>Level 2, Module 3, Lessons 10, 11</p> <p>Level 2, Module 4, Lessons 7, 32</p>

<p>L.VI.2.3.B</p> <p>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>Level 2, Module 2, Lesson 23</p> <p>Level 2, Module 4, Lessons 7, 9, 16</p>
<p>L.VI.2.3.C</p> <p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Level 2, Module 1, Lessons 4, 19, 31</p> <p>Level 2, Module 3, Lessons 10, 11</p> <p>Level 2, Module 4, Lessons 9, 17</p>

Reading Domain

New Jersey Standards	Aligned Components of <i>Arts & Letters</i>
RL.CR.2.1 Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.	Level 2, Module 1, Lessons 2, 3, 4, 5, 7, 8, 9, 10, 11, 17, 18, 19, 20, 23, 29, 30, 31, 32, 33, 36 Level 2, Module 2, Lessons 23, 27, 28, 29, 30, 33, 34 Level 2, Module 3, Lessons 10, 11, 14, 15, 16, 17, 18, 34 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 36
RI.CR.2.1 Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.	Level 2, Module 1, Lessons 6, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 33, 35, 36 Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 31, 34 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 16, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34 Level 2, Module 4, Lessons 6, 11, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36
RL.CI.2.2 Recount a text in oral and written form and determine central message (in literary texts, e.g., fables and folktales from diverse cultures).	Level 2, Module 1, Lessons 5, 8, 10, 13, 18, 20, 30, 32, 36 Level 2, Module 2, Lessons 23, 28, 30, 34 Level 2, Module 3, Lessons 17, 34 Level 2, Module 4, Lessons 3, 5, 8, 10, 13, 16, 18, 36
RI.CI.2.2 Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).	Level 2, Module 1, Lessons 25, 26, 36 Level 2, Module 2, Lessons 6, 9, 16, 17, 18, 20, 25, 28, 34 Level 2, Module 3, Lessons 9, 12, 22, 24, 27, 29, 34 Level 2, Module 4, Lessons 23, 25, 31, 36
RL.IT.2.3 Describe how characters in a story respond to major events and challenges using key details within a text.	Level 2, Module 1, Lessons 9, 18, 19, 20, 30, 31, 32 Level 2, Module 2, Lessons 23, 29, 30 Level 2, Module 3, Lessons 15, 16, 17 Level 2, Module 4, Lessons 3, 4, 5, 8, 10, 13, 16, 17

<p>RI.IT.2.3</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.</p>	<p>Level 2, Module 1, Lessons 13, 14, 15, 25, 27</p> <p>Level 2, Module 2, Lessons 3, 4, 7, 11, 12, 17, 21, 24, 25, 26</p> <p>Level 2, Module 3, Lessons 3, 4, 5, 6, 22, 24, 27, 29, 30</p> <p>Level 2, Module 4, Lessons 23, 24, 29, 33</p>
<p>RL.TS.2.4</p> <p>Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.</p>	<p>Level 2, Module 2, Lesson 28</p> <p>Level 2, Module 3, Lesson 15</p> <p>Level 2, Module 4, Lessons 3, 13, 17</p>
<p>RI.TS.2.4</p> <p>Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.</p>	<p>Level 2, Module 1, Lessons 25, 26</p> <p>Level 2, Module 2, Lessons 4, 5, 7, 9, 10, 27, 31</p> <p>Level 2, Module 3, Lessons 28, 30</p> <p>Level 2, Module 4, Lessons 23, 24, 26, 29, 30, 32</p>
<p>RL.PP.2.5</p> <p>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Level 2, Module 3, Lesson 16</p> <p>Level 2, Module 4, Lessons 4, 8, 17</p>
<p>RI.PP.2.5</p> <p>Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.</p>	<p>Level 2, Module 2, Lesson 18</p> <p>Level 2, Module 3, Lessons 3, 7, 12</p> <p>Level 2, Module 4, Lessons 29, 31, 33</p>
<p>RL.MF.2.6</p> <p>With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Level 2, Module 1, Lessons 8, 9, 11, 18, 30, 33</p> <p>Level 2, Module 2, Lessons 23, 29</p> <p>Level 2, Module 4, Lessons 3, 4, 9, 17</p>
<p>RI.MF.2.6</p> <p>Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Level 2, Module 1, Lessons 13, 14, 15, 25, 26, 27</p> <p>Level 2, Module 2, Lessons 3, 4, 5, 11</p> <p>Level 2, Module 3, Lessons 4, 23, 27</p>

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	Level 2, Module 4, Lessons 29, 33
RI.AA.2.7 Describe and identify the logical connections of how reasons support specific points the author makes in a text.	Level 2, Module 3, Lesson 28 Level 2, Module 4, Lessons 24, 30
RL.CT.2.8 Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Level 2, Module 4, Lessons 11, 18, 19
RI.CT.2.8 Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.	Level 2, Module 2, Lessons 19, 26 Level 2, Module 3, Lessons 4, 7, 31 Level 2, Module 4, Lesson 33

Writing Domain

New Jersey Standards	Aligned Components of <i>Arts & Letters</i>
W.AW.2.1 With prompts and support, write opinion pieces to present an idea with reasons or information.	Level 2, Module 4, Lessons 11, 12, 13, 14, 16, 17, 18, 19, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33
W.AW.2.1.A Introduce an opinion.	Level 2, Module 4, Lessons 13, 14, 16, 18, 23, 25, 30, 32
W.AW.2.1.B Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.	Level 2, Module 4, Lessons 11, 13, 14, 16, 17, 18, 23, 24, 25, 29, 31, 32
W.AW.2.1.C Provide a conclusion.	Level 2, Module 4, Lessons 14, 18, 25, 32

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W.IW.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information.	Level 2, Module 2, Lessons 11, 12, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 35, 36, 37
W.IW.2.2.A Introduce a topic clearly.	Level 2, Module 2, Lessons 25, 30, 36
W.IW.2.2.B Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.	Level 2, Module 2, Lessons 11, 12, 17, 18, 19, 23, 24, 26, 27, 28, 30, 35, 36, 37
W.IW.2.2.C Provide a conclusion.	Level 2, Module 2, Lessons 18, 25, 30, 36
W.NW.2.3 Write narratives based on real or imagined experiences or events with basic story elements.	Level 2, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38
W.NW.2.3.A Orient the reader by establishing a situation and introducing characters; organize an event sequence.	Level 2, Module 1, Lessons 13, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37
W.NW.2.3.B Provide dialogue and description of experiences and events and/or show the responses of characters to situations.	Level 2, Module 1, Lessons 13, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37
W.NW.2.3.C Use transitional words to manage the sequence of events.	Level 2, Module 1, Lessons 19, 26, 31, 37
W.NW.2.3.D Use concrete words and phrases and sensory details to convey experience and events.	Level 2, Module 1, Lessons 13, 14, 24

W.NW.2.3.E Provide a conclusion or sense of closure related to the narrated experiences or events.	Level 2, Module 1, Lessons 28, 33
W.WP.2.4 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.	Level 2, Module 1, Lessons 13, 14, 15, 16, 17, 18, 21, 24, 25, 28, 29, 30, 33, 36, 38 Level 2, Module 2, Lessons 10, 11, 17, 18, 20, 23, 24, 25, 26, 27, 28, 29, 31, 35, 36, 37 Level 2, Module 3, Lessons 9, 10, 12, 13, 16, 17, 22, 23, 25, 34, 35, 36 Level 2, Module 4, Lessons 10, 11, 14, 17, 19, 23, 24, 26, 29, 30, 31, 33, 37
W.WP.2.4.A Identify audience and purpose before writing.	Level 2, Module 2, Lessons 10, 11, 17, 24 Level 2, Module 3, Lessons 10, 22 Level 2, Module 4, Lessons 10, 17, 24
W.WP.2.4.B Participate in self-evaluation of written work.	Level 2, Module 1, Lessons 28, 33 Level 2, Module 2, Lessons 26, 31, 37 Level 2, Module 3, Lesson 34 Level 2, Module 4, Lessons 14, 19, 26, 33
W.WP.2.4.C With feedback and digital or print tools such as a primary dictionary, find and correct errors.	Level 2, Module 3, Lessons 12, 13, 25, 36
W.WR.2.5 Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.	Level 2, Module 3, Lessons 16, 17, 18, 22, 23, 24, 26, 27, 28, 29, 30, 31, 34, 35, 36
W.SE.2.6 Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.	Level 2, Module 2, Lessons 27, 28, 29, 30 Level 2, Module 3, Lessons 22, 23, 24, 34, 35, 36

<p>W.RW.2.7</p> <p>Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</p>	<p>Level 2, Module 1, Lessons 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 3, 4, 5, 7, 9, 11, 12, 15, 16, 17, 18, 19, 21, 23, 24, 25, 26, 27, 28, 29, 30, 35, 36</p> <p>Level 2, Module 3, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 18, 21, 22, 23, 24, 25, 35</p> <p>Level 2, Module 4, Lessons 3, 4, 5, 11, 12, 13, 14, 16, 17, 18, 23, 24, 25, 29, 30, 31, 32</p>
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Speaking and Listening Domain

New Jersey Standards	Aligned Components of <i>Arts & Letters</i>
SL.PE.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38 Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 34, 35 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 16, 17, 18, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36
SL.PE.2.1.A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38 Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 34, 35 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 16, 17, 18, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36
SL.PE.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others.	Level 2, Module 3, Lessons 14, 17, 21, 24, 29, 34 Level 2, Module 4, Lessons 18, 31, 36
SL.PE.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.	Level 2, Module 4, Lessons 5, 31, 36

<p>SL.II.2.2</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 33, 34</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 24, 25, 26, 27, 28, 29, 30, 33, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>
<p>SL.ES.2.3</p> <p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>Level 2, Module 4, Lessons 10, 31, 36</p>
<p>SL.PI.2.4</p> <p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Level 2, Module 1, Lessons 5, 10, 20, 32, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 6, 12, 17, 19, 23, 25, 26, 30, 34, 36, 37</p> <p>Level 2, Module 3, Lessons 11, 12, 17, 18, 24, 29, 30, 31, 34, 35</p> <p>Level 2, Module 4, Lessons 5, 10, 14, 18, 24, 25, 27, 30, 31, 32, 36, 38</p>
<p>SL.UM.2.5</p> <p>Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Level 2, Module 3, Lessons 28, 29, 30, 31</p> <p>Level 2, Module 4, Lessons 27, 36, 37, 38</p>
<p>SL.AS.2.6</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Level 2, Module 1, Lessons 5, 10, 20, 32, 36, 38</p> <p>Level 2, Module 2, Lessons 6, 25, 30, 34</p> <p>Level 2, Module 3, Lessons 12, 17, 24, 29, 30, 31, 34, 35</p> <p>Level 2, Module 4, Lessons 5, 10, 18, 31, 36, 38</p>