





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

#### Print Concepts

| New Jersey Standards                                                                                                           | Aligned Components of <i>Arts &amp; Letters</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>L.RF.K.1</b><br/>Demonstrate understanding of the organization and basic features of print.</p>                          | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program. <i>Arts &amp; Letters</i> intentionally does not address most foundational skills within core materials for grade levels K–2. Some exceptions include morphology instruction, which occurs throughout K–2, and fluency instruction, which begins in grade level 2. <i>Geodes</i>®, our accessible and information-rich books for emerging and developing readers, provide students with additional opportunities to apply their growing decoding skills while building knowledge on topics that align with <i>Arts &amp; Letters</i> modules.</p> |
| <p><b>L.RF.K.1.A</b><br/>Follow words from left to right, top to bottom, and page by page.</p>                                 | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>L.RF.K.1.B</b><br/>Recognize that spoken words are represented in written language by specific sequences of letters.</p> | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>L.RF.K.1.C</b><br/>Understand that words are separated by spaces in print.</p>                                           | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>L.RF.K.1.D</b><br/>Recognize and name all upper- and lowercase letters of the alphabet.</p>                              | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



## Language Domain

### Foundational Skills: Reading Language

#### Phonological Awareness

| New Jersey Standards                                                                                                                                                                                                                 | Aligned Components of <i>Arts &amp; Letters</i>                                                                                       |
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| <p><b>L.RF.K.2</b><br/>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>                                                                                                                              | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |
| <p><b>L.RF.K.2.A</b><br/>Recognize and produce rhyming words.</p>                                                                                                                                                                    | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |
| <p><b>L.RF.K.2.B</b><br/>Count, pronounce, blend, and segment syllables in spoken words.</p>                                                                                                                                         | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |
| <p><b>L.RF.K.2.C</b><br/>Blend and segment onsets and rimes of single-syllable spoken words.</p>                                                                                                                                     | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |
| <p><b>L.RF.K.2.D</b><br/>Orally repeat multi-syllable words and pronounce the separate syllables.</p>                                                                                                                                | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |
| <p><b>L.RF.K.2.E</b><br/>Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final //, /m/, /r/, or /x/ sounds and consonant blends).</p> | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |
| <p><b>L.RF.K.2.F</b><br/>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>                                                                                                         | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |

## Language Domain

### Foundational Skills: Reading Language

#### Phonics and Word Recognition

| New Jersey Standards                                                                                                                                                        | Aligned Components of <i>Arts &amp; Letters</i>                                                                                       |
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| <p><b>L.RF.K.3</b><br/>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p>                                                      | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |
| <p><b>L.RF.K.3.A</b><br/>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |
| <p><b>L.RF.K.3.B</b><br/>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>                                           | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |
| <p><b>L.RF.K.3.C</b><br/>Read high-frequency words and grade level irregular words with automaticity.</p>                                                                   | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |
| <p><b>L.RF.K.3.D</b><br/>Recognize the parts of high-frequency words that are regular and the parts that are irregular.</p>                                                 | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |
| <p><b>L.RF.K.3.E</b><br/>Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>             | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |

## Language Domain

### Foundational Skills: Reading Language

#### Fluency

| New Jersey Standards                                                                                                                                                                                     | Aligned Components of <i>Arts &amp; Letters</i>                                                                                       |
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| <p><b>L.RF.K.4</b><br/>Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p> | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p> |

## Language

### Foundational Skills: Writing Language

#### Sound-Letter Basics

| New Jersey Standards                                                          | Aligned Components of <i>Arts &amp; Letters</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>L.WF.K.1</b><br/>Demonstrate command of the conventions of writing.</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><b>L.WF.K.1.A</b><br/>Match upper and lowercase letters.</p>               | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>                                                                                                                                                                                                                                                                                                                                                          |

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| <p><b>L.WF.K.1.B</b><br/>Write upper and lowercase letters, with reference to a model.</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><b>L.WF.K.1.C</b><br/>Write left to right and include a space between words.</p>                                                                                 | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>L.WF.K.1.D</b><br/>Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.</p> | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>L.WF.K.1.E</b><br/>Write a common grapheme (letter or letter group) for each phoneme.</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, 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><b>L.WF.K.1.F</b><br/>Orally segment the phonemes in any single syllable, spoken word.</p>                                                                       | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>                                                                                                                                                                                                                                                                                                                                                          |

## Language Domain

### Foundational Skills: Writing Language

#### Spelling

| New Jersey Standards                                                                                                                                                                                         | Aligned Components of <i>Arts &amp; Letters</i>                                                                                                          |
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| <p><b>L.WF.K.2</b><br/>Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</p>                                                                        | <p>Kindergarten, Module 3, Lessons 11, 14, 18, 19, 21, 23, 26, 29, 32, 33, 36, 38<br/>Kindergarten, Module 4, Lessons 12, 13, 19, 20, 27, 32, 33, 38</p> |
| <p><b>L.WF.K.2.A</b><br/>Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).</p> | <p>Arts &amp; Letters was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>                           |
| <p><b>L.WF.K.2.B</b><br/>Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.</p>                                                                 | <p>Arts &amp; Letters was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>                           |
| <p><b>L.WF.K.2.C</b><br/>Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.</p>                                                                                        | <p>Arts &amp; Letters was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>                           |
| <p><b>L.WF.K.2.D</b><br/>Writing frequently used words accurately.</p>                                                                                                                                       | <p>Arts &amp; Letters was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>                           |
| <p><b>L.WF.K.2.E</b><br/>Attempting phonetic spellings of unknown words.</p>                                                                                                                                 | <p>Arts &amp; Letters was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>                           |
| <p><b>L.WF.K.2.F</b><br/>Writing initial and final consonant blends (must, slab, plump).</p>                                                                                                                 | <p>Arts &amp; Letters was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>                           |



## Language Domain

### Foundational Skills: Writing Language

#### Sentence Composition (Grammar, Syntax, and Punctuation)

| New Jersey Standards                                                                                                             | Aligned Components of <i>Arts &amp; Letters</i>                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>L.WF.K.3</b><br/>Demonstrate command of the conventions of sentence composition.</p>                                       | <p>Kindergarten, Module 2, Lessons 12, 13, 15, 16, 19, 21, 23, 24, 25, 27, 28, 29, 31, 33, 37, 38</p> <p>Kindergarten, Module 3, Lessons 7, 11, 14, 18, 19, 21, 23, 29, 32, 33, 36, 38</p> <p>Kindergarten, Module 4, Lessons 2, 6, 8, 9, 10, 11, 12, 13, 16, 22, 25, 26, 27, 28, 30, 31, 32, 33</p>                                                                                                                                      |
| <p><b>L.WF.K.3.A</b><br/>Repeat a sentence, identifying how many words are in the sentence.</p>                                  | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>                                                                                                                                                                                                                                                                                                     |
| <p><b>L.WF.K.3.B</b><br/>Write simple sentences.</p>                                                                             | <p>Kindergarten, Module 2, Lessons 13, 15, 24, 28, 29, 33, 37, 38</p> <p>Kindergarten, Module 3, Lessons 7, 11, 14, 19, 21, 23, 29, 32, 36, 38</p> <p>Kindergarten, Module 4, Lessons 2, 8, 9, 10, 11, 12, 16, 25, 26, 27, 28, 30, 31, 32, 33</p>                                                                                                                                                                                         |
| <p><b>L.WF.K.3.C</b><br/>Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.</p> | <p>Kindergarten, Module 2, Lessons 16, 24, 25, 27, 28, 29, 31, 37, 38</p> <p>Kindergarten, Module 3, Lessons 11, 14, 18, 19, 21, 23, 29, 32, 33, 36, 38</p> <p>Kindergarten, Module 4, Lessons 9, 12, 13, 27, 28, 33</p> <p><i>Arts &amp; Letters</i> addresses capitalizing proper names in grade level 1.</p> <p>Level 1, Module 1, Lessons 16, 29, 32, 38</p> <p>Level 1, Module 2, Lessons 15</p> <p>Level 1, Module 3, Lesson 16</p> |

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| <p><b>L.WF.K.3.D</b><br/>Use end punctuation.</p>                                                                                                               | <p>Kindergarten, Module 2, Lessons 12, 16, 19, 24, 25, 28, 29, 31, 37, 38<br/>Kindergarten, Module 3, Lessons 2, 7, 11, 14, 18, 19, 21, 23, 29, 32, 33, 36, 38<br/>Kindergarten, Module 4, Lessons 2, 8, 16, 22, 27, 28, 30, 32, 33</p>     |
| <p><b>L.WF.K.3.E</b><br/>Use manipulatives or digital tools to construct complete sentences.</p>                                                                | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>                                                                                                       |
| <p><b>L.WF.K.3.F</b><br/>Write sentences with increasing complexity.</p>                                                                                        | <p>Kindergarten, Module 2, Lessons 13, 15, 24, 28, 29, 33, 37, 38<br/>Kindergarten, Module 3, Lessons 7, 11, 14, 19, 21, 23, 29, 32, 36, 38<br/>Kindergarten, Module 4, Lessons 2, 8, 9, 10, 11, 12, 16, 25, 26, 27, 28, 30, 31, 32, 33</p> |
| <p><b>L.WF.K.3.G</b><br/>Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</p>                                                     | <p>Kindergarten, Module 2, Lessons 16, 21, 24, 36</p>                                                                                                                                                                                       |
| <p><b>L.WF.K.3.H</b><br/>Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</p>                        | <p>Kindergarten, Module 2, Lessons 12, 16, 24, 25, 29, 38<br/>Kindergarten, Module 4, Lesson 16</p>                                                                                                                                         |
| <p><b>L.WF.K.3.I</b><br/>With support, distinguish between a complete sentence and a sentence fragment.</p>                                                     | <p>Kindergarten, Module 2, Lesson 23</p>                                                                                                                                                                                                    |
| <p><b>L.WF.K.3.J</b><br/>With support, write statements in response to questions, and questions transformed from statements, using conventional word order.</p> | <p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>                                                                                                       |
| <p><b>L.WF.K.3.K</b><br/>Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</p>                      | <p><i>Arts &amp; Letters</i> does not address this standard.</p>                                                                                                                                                                            |

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| <p><b>L.WF.K.3.L</b><br/>Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</p>                           | <p><i>Arts &amp; Letters</i> addresses this standard in grade level 1.</p> <p>Level 1, Module 4, Lessons 6, 12, 20, 26, 32</p>                                                                                                                                                                                                    |
| <p><b>L.KL.K.1</b><br/>With prompting and support, develop knowledge of language and its conventions when speaking and listening.</p> | <p>Kindergarten, Module 2, Lessons 6, 11, 12, 13, 14, 15, 16, 19, 21, 23, 24, 25, 27, 28, 29, 30, 32, 33, 37, 38</p> <p>Kindergarten, Module 3, Lessons 2, 5, 6, 7, 8, 11, 14, 16, 18, 19, 21, 23, 24, 28, 29, 31, 32, 33, 36, 37, 38</p>                                                                                         |
| <p><b>L.KL.K.1.A</b><br/>Use frequently occurring nouns and verbs.</p>                                                                | <p>Kindergarten, Module 2, Lessons 12, 13, 14, 16</p> <p>Kindergarten, Module 3, Lessons 7, 8, 16</p>                                                                                                                                                                                                                             |
| <p><b>L.KL.K.1.B</b><br/>Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).</p>                    | <p>Kindergarten, Module 2, Lessons 6, 8, 16</p>                                                                                                                                                                                                                                                                                   |
| <p><b>L.KL.K.1.C</b><br/>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>             | <p>Kindergarten, Module 2, Lessons 12, 19, 24, 29</p> <p>Kindergarten, Module 3, Lessons 2, 5, 6, 8, 11, 14, 18, 23, 24, 28, 29, 31, 33</p> <p>Kindergarten, Module 4, Lessons 2, 8, 16, 19, 20, 22, 28, 31, 36</p>                                                                                                               |
| <p><b>L.KL.K.1.D</b><br/>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>    | <p>Kindergarten, Module 2, Lesson 32</p> <p>Kindergarten, Module 3, Lessons 11, 18</p>                                                                                                                                                                                                                                            |
| <p><b>L.KL.K.1.E</b><br/>Produce and expand complete sentences in shared language activities.</p>                                     | <p>Kindergarten, Module 2, Lessons 6, 11, 13, 15, 16, 21, 23, 24, 25, 27, 28, 29, 30, 33, 37, 38</p> <p>Kindergarten, Module 3, Lessons 2, 6, 7, 11, 14, 18, 19, 21, 23, 24, 27, 28, 29, 32, 33, 36, 37, 38</p> <p>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> |

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| <p><b>L.VL.K.2</b></p> <p>With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading 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><b>L.VL.K.2.A</b></p> <p>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>                                                         | <p>Kindergarten, Module 2, Lesson 8</p> <p>Kindergarten, Module 3, Lesson 22</p> <p>Kindergarten, Module 4, Lesson 30</p>                                                                                                                                                                            |
| <p><b>L.VL.K.2.B</b></p> <p>Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>                                                                             | <p>Kindergarten, Module 3, Lessons 10, 22, 26, 28</p> <p>Kindergarten, Module 4, Lessons 12, 24, 25</p>                                                                                                                                                                                              |
| <p><b>L.VI.K.3</b></p> <p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p>                                                                                            | <p>Kindergarten, Module 1, Lessons 10, 14, 19, 25, 26, 31</p> <p>Kindergarten, Module 2, Lessons 4, 12, 13, 26, 30, 37, 38</p> <p>Kindergarten, Module 3, Lessons 3, 4, 7, 8, 10, 11, 16</p>                                                                                                         |
| <p><b>L.VI.K.3.A</b></p> <p>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>                                                                      | <p>Kindergarten, Module 2, Lessons 12, 26, 37</p> <p>Kindergarten, Module 3, Lessons 8, 11, 16</p>                                                                                                                                                                                                   |
| <p><b>L.VI.K.3.B</b></p> <p>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>                                                                   | <p>Kindergarten, Module 1, Lessons 25, 26</p> <p>Kindergarten, Module 2, Lessons 4, 13</p> <p>Kindergarten, Module 3, Lessons 3, 4, 8, 10</p>                                                                                                                                                        |
| <p><b>L.VI.K.3.C</b></p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>                                                                              | <p>Kindergarten, Module 1, Lessons 10, 19, 31</p> <p>Kindergarten, Module 2, Lessons 26</p> <p>Kindergarten, Module 3, Lesson 7</p>                                                                                                                                                                  |

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| <p><b>L.VI.K.3.D</b><br/>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> | <p>Kindergarten, Module 2, Lessons 4, 30, 38<br/>Kindergarten, Module 3, Lesson 8</p> |
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## Reading Domain

| <p><b>New Jersey Standards</b></p>                                                                                                                                                       | <p><b>Aligned Components of Arts &amp; Letters</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>RL.CR.K.1</b><br/>With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p>                          | <p>Kindergarten, Module 1, Lessons 2, 3, 4, 5, 6, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 35, 36<br/>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<br/>Kindergarten, Module 3, Lessons 2, 3, 4, 5, 6, 10, 14, 15, 16, 17, 18, 24, 25, 26, 27, 36<br/>Kindergarten, Module 4, Lessons 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 22, 23, 27, 28, 29, 30, 33, 36</p> |
| <p><b>RI.CR.K.1</b><br/>With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p>                    | <p>Kindergarten, Module 1, Lessons 7, 8, 9, 10, 11, 16, 23, 29, 30, 31, 32, 33, 36<br/>Kindergarten, Module 2, Lessons 11, 23<br/>Kindergarten, Module 3, Lessons 6, 7, 8, 9, 10, 11, 15, 16, 19, 20, 21, 22, 28, 29, 30, 31, 32, 33, 36<br/>Kindergarten, Module 4, Lessons 2, 3, 4, 5, 6, 7, 12, 13, 20, 21, 24, 25, 26, 27, 29, 31, 32, 33, 35, 36</p>                                                                                                                                              |
| <p><b>RL.CI.K.2</b><br/>With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).</p> | <p>Kindergarten, Module 2, Lessons 5, 10, 15, 22, 25, 27, 30, 32, 36<br/>Kindergarten, Module 3, Lessons 3, 5, 15, 17, 25, 27, 32, 36<br/>Kindergarten, Module 4, Lessons 5, 9, 11, 17, 19, 23, 25, 29, 31, 36</p>                                                                                                                                                                                                                                                                                     |
| <p><b>RI.CI.K.2</b><br/>With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).</p>                       | <p>Kindergarten, Module 1, Lessons 8, 10, 11, 30<br/>Kindergarten, Module 3, Lessons 9, 20, 21, 30<br/>Kindergarten, Module 4, Lessons 3, 6</p>                                                                                                                                                                                                                                                                                                                                                        |



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| <p><b>RL.IT.K.3</b><br/>With prompting and support, identify characters, settings, and major events in a story.</p>                                                                                              | <p>Kindergarten, Module 1, Lessons 3, 4, 5, 12, 13, 14, 15, 16, 18, 19, 20, 25, 26, 27, 28<br/>Kindergarten, Module 2, Lessons 3, 4, 5, 6, 8, 9, 10, 13, 14, 15, 20, 21, 22, 23, 25, 26, 27, 30, 31, 32, 36<br/>Kindergarten, Module 3, Lessons 3, 4, 5, 6, 15, 17, 18, 25, 26, 27<br/>Kindergarten, Module 4, Lessons 9, 11, 13, 17, 18, 19, 21, 23, 27, 29, 33</p> |
| <p><b>RI.IT.K.3</b><br/>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>                                                      | <p>Kindergarten, Module 1, Lessons 9, 10, 29, 30, 31, 32, 33<br/>Kindergarten, Module 3, Lessons 6, 8, 10, 20, 21, 22, 31, 32, 36<br/>Kindergarten, Module 4, Lessons 7, 12, 24, 25, 26, 29, 31, 32</p>                                                                                                                                                              |
| <p><b>RL.TS.K.4</b><br/>Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).</p>                               | <p>Kindergarten, Module 1, Lessons 12, 17<br/>Kindergarten, Module 2, Lessons 3, 21, 24, 25, 30<br/>Kindergarten, Module 3, Lessons 15, 25, 26<br/>Kindergarten, Module 4, Lessons 12, 17, 23, 29</p>                                                                                                                                                                |
| <p><b>RI.TS.K.4</b><br/>Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).</p> | <p>Kindergarten, Module 1, Lessons 7, 24<br/>Kindergarten, Module 3, Lessons 7, 8, 19, 20, 30, 31<br/>Kindergarten, Module 4, Lessons 2, 3, 4, 7</p>                                                                                                                                                                                                                 |
| <p><b>RL.PP.K.5</b><br/>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>                                                             | <p>Kindergarten, Module 2, Lessons 3, 9, 29<br/>Kindergarten, Module 3, Lesson 24<br/>Kindergarten, Module 4, Lesson 23</p>                                                                                                                                                                                                                                          |
| <p><b>RI.PP.K.5</b><br/>With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>                                  | <p>Kindergarten, Module 3, Lessons 10, 22, 31</p>                                                                                                                                                                                                                                                                                                                    |
| <p><b>RL.MF.K.6</b></p>                                                                                                                                                                                          | <p>Kindergarten, Module 1, Lessons 4, 12, 13, 14, 15, 18, 19, 20, 24, 25, 26, 27, 36</p>                                                                                                                                                                                                                                                                             |

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| <p>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>                                                            | <p>Kindergarten, Module 2, Lessons 3, 4, 8, 9, 13, 14, 15, 20, 21, 22, 25, 26, 27, 30, 31, 32, 36, 37</p> <p>Kindergarten, Module 3, Lessons 4, 5, 10, 27</p> <p>Kindergarten, Module 4, Lessons 10, 11, 18, 19, 30</p> |
| <p><b>RI.MF.K.6</b></p> <p>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>             | <p>Kindergarten, Module 1, Lessons 8, 9, 10, 29, 30, 31, 32, 36</p> <p>Kindergarten, Module 3, Lessons 7, 8, 9, 10, 20, 22, 30, 31</p> <p>Kindergarten, Module 4, Lessons 4, 6, 7, 12, 13, 20, 24, 25</p>               |
| <p><b>RI.AA.K.7</b></p> <p>With prompting and support, identify the reasons an author gives to support points in a text.</p>                                                                                                             | <p>Kindergarten, Module 1, Lesson 32</p> <p>Kindergarten, Module 3, Lesson 32</p> <p>Kindergarten, Module 4, Lesson 25</p>                                                                                              |
| <p><b>RL.CT.K.8</b></p> <p>With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</p>      | <p>Kindergarten, Module 1, Lesson 25</p> <p>Kindergarten, Module 2, Lessons 13, 23, 27, 32, 36</p>                                                                                                                      |
| <p><b>RI.CT.K.8</b></p> <p>With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</p> | <p>Kindergarten, Module 1, Lesson 33</p> <p>Kindergarten, Module 3, Lessons 6, 19</p> <p>Kindergarten, Module 4, Lessons 7, 26</p>                                                                                      |

## Writing Domain

| <b>New Jersey Standards</b>                                                                                                                                     | <b>Aligned Components of <i>Arts &amp; Letters</i></b>                                                                            |
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| <p><b>W.AW.K.1</b></p> <p>Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).</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><b>W.IW.K.2</b></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> |

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| <p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.</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><b>W.IW.K.2.A</b><br/>Introduce a topic.</p>                                                                                                                                     | <p>Kindergarten, Module 1, Lessons 15, 19, 20, 26, 27, 32, 38<br/>Kindergarten, Module 3, Lessons 10, 14, 17, 19, 20, 29, 36, 38</p>                                                             |
| <p><b>W.IW.K.2.B</b><br/>Develop the topic with at least two facts or other information and examples related to the topic, including pictures.</p>                                  | <p>Kindergarten, Module 1, Lessons 12, 13, 14, 15, 18, 19, 20, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 38<br/>Kindergarten, Module 3, Lessons 10, 11, 15, 16, 17, 20, 22, 24, 30, 31, 37, 38</p> |
| <p><b>W.NW.K.3</b><br/>Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.</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><b>W.NW.K.3.A</b><br/>Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).</p>                                                | <p>Kindergarten, Module 2, Lessons 13, 14, 15, 19, 20, 21, 22, 23, 26, 27, 28, 29, 33, 36, 37, 38</p>                                                                                            |
| <p><b>W.NW.K.3.B</b><br/>Provide limited details of experiences, events, or characters.</p>                                                                                         | <p>Kindergarten, Module 2, Lessons 13, 14, 15, 19, 20, 21, 22, 23, 24, 26, 27, 28, 36, 37</p>                                                                                                    |
| <p><b>W.NW.K.3.C</b><br/>Provide a reaction to the experiences or events.</p>                                                                                                       | <p>Kindergarten, Module 2, Lessons 23, 24, 29, 30, 38</p>                                                                                                                                        |
| <p><b>W.WP.K.4</b><br/>With prompts and support from adults, recognize that writing carries a message and should make sense to others.</p>                                          | <p>Kindergarten, Module 2, Lessons 16, 25, 30, 31, 38<br/>Kindergarten, Module 3, Lessons 11, 18, 23, 33, 38<br/>Kindergarten, Module 4, Lessons 13, 20, 27, 31, 33, 38</p>                      |
| <p><b>W.WR.K.5</b><br/>With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).</p> | <p>Kindergarten, Module 3, Lessons 14, 15, 16, 17, 18, 29, 30, 31, 32, 33, 36, 37, 38<br/>Kindergarten, Module 4, Lessons 36, 37, 38, 39</p>                                                     |

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| <p><b>W.SE.K.6</b></p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <p>Kindergarten, Module 1, Lessons 2, 4, 12, 13, 14, 15, 17, 18, 19, 20, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 38</p> <p>Kindergarten, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 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, 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, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37, 38</p> |
| <p><b>W.RW.K.7</b></p> <p>With prompting and support, engage in brief but regular writing and drawing tasks.</p>                                                           | <p>Kindergarten, Module 1, Lessons 13, 14, 15, 17, 18, 20, 24, 25, 29, 30, 37, 38</p> <p>Kindergarten, Module 2, Lessons 2, 3, 4, 7, 8, 9, 12, 13, 14, 15, 19, 20, 21, 22, 23, 24, 26, 28, 29, 31, 33, 36</p> <p>Kindergarten, Module 3, Lessons 2, 4, 5, 7, 9, 10, 11, 14, 15, 16, 19, 20, 21, 24, 26, 29, 30, 32, 33, 36, 38</p> <p>Kindergarten, Module 4, Lessons 2, 4, 8, 9, 10, 11, 12, 16, 18, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32</p>                                                                                                                                                          |

## Speaking and Listening Domain

| New Jersey Standards                                                                                                                                                                   | Aligned Components of <i>Arts &amp; Letters</i>                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>SL.PE.K.1</b></p> <p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</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><b>SL.PE.K.1.A</b></p> <p>Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</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> |

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| <p><b>SL.PE.K.1.B</b><br/>Continue a conversation through multiple exchanges.</p>                                                                                                                                                              | <p>Kindergarten, Module 3, Lessons 5, 27, 32, 36</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>SL.II.K.2</b><br/>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</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, 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, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37</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><b>SL.ES.K.3</b><br/>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>                                                                                                      | <p>Kindergarten, Module 4, Lessons 19, 20, 21, 22, 25, 31, 36</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>SL.PI.K.4</b><br/>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</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><b>SL.UM.K.5</b><br/>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>                                                                                                                     | <p>Kindergarten, Module 3, Lessons 24, 25, 26, 27, 28</p> <p>Kindergarten, Module 4, Lessons 18, 19, 37, 38, 39</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>SL.AS.K.6</b><br/>Speak audibly and express thoughts, feelings, and ideas clearly.</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> <p>Kindergarten, Module 3, Lessons 5, 17, 27, 28, 32, 36</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



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|  | Kindergarten, Module 4, Lessons 5, 11, 19, 21, 25, 31, 36, 39 |
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