





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

4th Grade Reading Standards (Literary and Informational Text)

Key Ideas and Details

| New York Standards | Aligned Components of <i>Arts & Letters</i> |
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| 4R1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RL & RI) | RL Level 4, Module 1, Lessons 3, 4, 5, 27, 28, 29, 30, 31, 32, 33, 35, 36 Level 4, Module 2, Lessons 3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37 Level 4, Module 3, Lessons 10, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 28, 29, 30, 31, 32, 35, 36, 37 Level 4, Module 4, Lessons 14, 27, 28, 29, 37 RI Level 4, Module 1, Lessons 8, 9, 10, 11, 12, 13, 14, 16, 20, 22, 23, 24, 25, 32, 33, 36 Level 4, Module 2, Lessons 2, 3, 5, 6, 7, 22 Level 4, Module 3, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 15, 16, 17, 18, 19, 20, 21, 23, 28, 30, 31, 32, 33, 36, 37 Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 27, 28, 30, 37, 39 |

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| <p>4R2</p> <p>Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.</p> | <p>RL</p> <p>Level 4, Module 1, Lessons 5, 28, 30, 32, 36</p> <p>Level 4, Module 2, Lessons 3, 4, 9, 10, 12, 14, 16, 17, 19, 23, 26, 27, 30, 33, 37</p> <p>Level 4, Module 3, Lessons 14, 27, 36</p> <p>Level 4, Module 4, Lessons 27, 29, 37</p> <p>RI</p> <p>Level 4, Module 1, Lessons 8, 10, 13, 23, 36</p> <p>Level 4, Module 3, Lessons 4, 20, 30, 32, 36</p> <p>Level 4, Module 4, Lessons 7, 13, 20, 37</p> |
| <p>4R3</p> <p>In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.</p> | <p>RL</p> <p>Level 4, Module 1, Lessons 31, 32</p> <p>Level 4, Module 2, Lessons 3, 4, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 23, 26, 27, 28, 29, 31, 33</p> <p>Level 4, Module 3, Lessons 12, 13, 25, 26</p> <p>Level 4, Module 4, Lessons 28, 29</p> <p>RI</p> <p>Level 4, Module 1, Lessons 8, 9, 10, 11, 12, 13</p> <p>Level 4, Module 3, Lessons 2, 4, 5, 9, 19, 30</p> <p>Level 4, Module 4, Lessons 2, 4, 5, 6, 8, 11, 15, 16, 17, 18, 19, 20, 22, 23</p> |

4th Grade Reading Standards (Literary and Informational Text)

Craft and Structure

| New York Standards | Aligned Components of Arts & Letters |
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| 4R4 Determine the meaning of words, phrases, figurative language, academic, and content-specific words. | RL Level 4, Module 1, Lessons 4, 31 Level 4, Module 2, Lessons 5, 12, 15, 26 Level 4, Module 3, Lessons 13, 15 Level 4, Module 4, Lesson 28 RI Level 4, Module 1, Lessons 7, 9, 13, 24 Level 4, Module 2, Lessons 2, 6 Level 4, Module 3, Lessons 2, 5, 9, 17, 30 Level 4, Module 4, Lessons 3, 4, 5, 6, 8, 9, 12, 37 |
| 4R5 In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. | RL Level 4, Module 1, Lessons 3, 4, 28 Level 4, Module 3, Lesson 14 RI Level 4, Module 2, Lessons 18, 24, 25 Level 4, Module 4, Lessons 2, 4, 11, 12 |
| 4R6 In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic. | RL Level 4, Module 1, Lesson 29 Level 4, Module 3, Lessons 11, 12, 15, 24, 29 Level 4, Module 4, Lessons 13, 21 RI Level 4, Module 3, Lessons 6, 7, 20, 31 |

4th Grade Reading Standards (Literary and Informational Text)

Integration of Knowledge and Ideas

| New York Standards | Aligned Components of Arts & Letters |
|---|---|
| 4R7 Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. | RL Level 4, Module 2, Lessons 3, 4, 9, 24, 25, 32 Level 4, Module 3, Lesson 11 RI Level 4, Module 1, Lessons 9, 11, 12, 20 Level 4, Module 2, Lesson 6 Level 4, Module 4, Lessons 2, 13, 16 |
| 4R8 Explain how claims in a text are supported by relevant reasons and evidence. | RI Level 4, Module 2, Lesson 6 Level 4, Module 3, Lesson 18 Level 4, Module 4, Lessons 7, 22 |
| 4R9 Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. | RL Level 4, Module 2, Lessons 4, 32, 33 RI Level 4, Module 3, Lesson 8 Level 4, Module 4, Lessons 16, 23, 28, 30 |

Reading: Foundational Skills

Print Concepts

| New York Standards | Aligned Components of <i>Arts & Letters</i> |
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| RF1 There is not a grade 4 standard for this concept. Please see preceding grades for more information. | <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. |

Reading: Foundational Skills

Phonological Awareness

| New York Standards | Aligned Components of <i>Arts & Letters</i> |
|---|--|
| RF2 There is not a grade 4 standard for this concept. Please see preceding grades for more information. | <i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program. |

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

| New York Standards | Aligned Components of Arts & Letters |
|---|---|
| 4RF3 Know and apply grade-level phonics and word analysis skills in decoding words. | Level 4, Module 2, Lessons 2, 3, 5, 6, 7, 10, 12, 17, 18, 19, 20, 22, 24, 26, 28, 29, 36, 38 Level 4, Module 3, Lessons 2, 4, 6, 7, 9, 10, 12, 14, 15, 17, 18, 19, 23, 25, 29 Level 4, Module 4, Lessons 3, 4, 5, 7, 8, 12, 15, 18, 19, 23, 27, 28 |
| 4RF3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | Level 4, Module 1, Lessons 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 16, 18, 19, 23, 24, 31, 32, 35 Level 4, Module 2, Lessons 2, 3, 5, 6, 7, 10, 12, 17, 18, 19, 20, 22, 24, 26, 28, 29, 36 Level 4, Module 3, Lessons 2, 4, 6, 7, 9, 10, 12, 14, 15, 17, 18, 19, 23, 25, 29, 30, 35 Level 4, Module 4, Lessons 3, 4, 5, 7, 8, 12, 15, 18, 19, 23, 27, 28 |

Reading: Foundational Skills**Fluency**

| New York Standards | Aligned Components of Arts & Letters |
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| 4RF4 Read grade-level text with sufficient accuracy and fluency to support comprehension. | Level 4, Module 2, Lessons 2, 3, 4, 5, 25, 28, 38 Level 4, Module 4, Lessons 3, 4, 5, 6, 7 |
| 4RF4a Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. | Level 4, Module 2, Lessons 2, 3, 4, 5, 25, 28, 38 Level 4, Module 3, Lessons 10, 11, 12, 13, 16 Level 4, Module 4, Lessons 3, 4, 5, 6, 7 |
| 4RF4b Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Level 4, Module 2, Lessons 2, 5, 38 Level 4, Module 3, Lessons 10, 16 Level 4, Module 4, Lessons 3 |

4th Grade Writing Standards

Text Types and Purposes

| New York Standards | Aligned Components of <i>Arts & Letters</i> |
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| 4W1 Write an argument to support claim(s), using clear reasons and relevant evidence. | Level 4, Module 2, Lessons 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 30, 31, 32, 36, 37, 38, 39 |
| 4W1a Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically. | Level 4, Module 3, Lessons 12, 14, 16, 19, 21, 30, 31, 32, 36, 37, 38, 39 |
| 4W1b Use precise language and content-specific vocabulary. | Level 4, Module 3, Lessons 8, 10, 11, 12, 14, 16, 17, 18, 19, 21, 28, 33, 37, 38, 39 |
| 4W1c Use transitional words and phrases to connect ideas within categories of information. | Level 4, Module 3, Lessons 12, 14, 19, 21, 37, 38, 39 |
| 4W1d Provide a concluding statement or section related to the argument presented. | Level 4, Module 3, Lessons 13, 14, 20, 21, 37, 38, 39 |
| 4W2 Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | Level 4, Module 1, Lessons 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 25, 26, 27, 28, 29, 32, 33, 34, 36, 37, 38, 39 |
| 4W2a Introduce a topic clearly and organize related information in paragraphs and sections. | Level 4, Module 1, Lessons 14, 15, 17, 19, 20, 21, 27, 29, 36, 37, 39 |
| 4W2b Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension. | Level 4, Module 1, Lessons 12, 13, 14, 15, 25, 26, 27, 29, 32, 33, 34, 37, 39 |

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| 4W2c Use precise language and content-specific vocabulary. | Level 4, Module 1, Lessons 11, 14, 15, 27, 29, 37, 39 |
| 4W2d Use transitional words and phrases to connect ideas within categories of information. | Level 4, Module 1, Lessons 14, 15, 27, 29, 37, 39 |
| 4W2e Provide a concluding statement or section related to the information or explanation presented. | Level 4, Module 1, Lessons 18, 28, 29, 38, 39 |
| 4W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | Level 4, Module 2, Lessons 10, 11, 12, 13, 14, 15, 18, 19, 20, 23, 24, 25, 26, 30, 31, 32, 33, 35, 37, 38 |
| 4W3a Establish a situation and introduce a narrator and/or characters. | Level 4, Module 2, Lessons 10, 11, 12, 13, 14, 15, 30, 31, 32, 33, 35, 37, 38 |
| 4W3b Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations. | Level 4, Module 2, Lessons 18, 19, 20, 24, 25, 33, 35, 37, 38 |
| 4W3c Use transitional words and phrases to manage the sequence of events. | Level 4, Module 2, Lessons 10, 11, 12, 13, 14, 15, 33, 35, 37, 38 |
| 4W3d Use concrete words and phrases and sensory details to convey experiences and events precisely. | Level 4, Module 2, Lessons 19, 20, 23, 26, 33, 35, 37, 38 |

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| 4W3e Provide a conclusion that follows from the narrated experiences or events. | Level 4, Module 2, Lessons 10, 11, 12, 13, 14, 15, 33, 35, 37, 38 |
| 4W4 Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience. | Level 4, Module 1, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 32, 33, 34, 36, 37, 38, 39 Level 4, Module 2, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 35, 37, 38, 39 Level 4, Module 3, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 29, 30, 31, 32, 36, 37, 38, 39 Level 4, Module 4, Lessons 8, 17, 18, 26, 31, 32, 33 |
| 4W5 Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the <i>grade 4 Reading Standards</i> . | Level 4, Module 1, Lessons 12, 13, 14, 15, 25, 26, 27, 29, 32, 33, 34, 37, 39 Level 4, Module 3, Lessons 30, 31, 32, 37, 38, 39 |

4th Grade Writing Standards

Research to Build and Present Knowledge

| New York Standards | Aligned Components of <i>Arts & Letters</i> |
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| 4W6 Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic. | Level 4, Module 1, Lessons 12, 13, 14, 17, 18, 25, 26, 27, 32, 33, 34, 36, 37, 38, 39 Level 4, Module 3, Lessons 6, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 30, 31, 32, 36, 37, 38, 39 Level 4, Module 4, Lessons 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36 |

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| <p>4W7</p> <p>Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.</p> | <p>Level 4, Module 1, Lessons 2, 3, 4, 7, 8, 9, 10, 12, 13, 17, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 36, 37, 38, 39</p> <p>Level 4, Module 2, Lessons 2, 3, 4, 9, 10, 11, 12, 13, 14, 16, 18, 19, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33</p> <p>Level 4, Module 3, Lessons 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 26, 27, 28, 29, 30, 32, 34</p> |
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4th Grade Speaking and Listening

Comprehension and Collaboration

| New York Standards | Aligned Components of <i>Arts & Letters</i> |
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| <p>4SL1</p> <p>Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.</p> | <p>Level 4, Module 1, Lessons 2, 3, 5, 8, 9, 10, 11, 12, 13, 17, 19, 20, 21, 22, 23, 24, 31, 32, 33, 36</p> <p>Level 4, Module 2, Lessons 2, 3, 4, 5, 6, 8, 10, 12, 13, 14, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37</p> <p>Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 19, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32, 33, 37</p> |
| <p>4SL1a</p> <p>Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> | <p>Level 4, Module 1, Lessons 3, 8, 11, 12, 13, 20, 31, 32, 33, 36</p> <p>Level 4, Module 2, Lessons 3, 4, 6, 12, 14, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 37</p> <p>Level 4, Module 3, Lessons 6, 7, 9, 11, 12, 14, 15, 16, 18, 19, 24, 25, 27, 28, 29, 30, 31, 32, 36</p> <p>Level 4, Module 4, Lessons 2, 4, 6, 7, 9, 15, 19, 20, 21, 22, 23, 27, 28, 29, 30, 37</p> |

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| 4SL1b Follow agreed-upon norms for discussions and carry out assigned roles. | Level 4, Module 1, Lessons 2, 3, 5, 8, 9, 10, 11, 12, 13, 17, 19, 20, 21, 22, 23, 24, 31, 32, 33, 36 Level 4, Module 2, Lessons 2, 3, 4, 5, 6, 8, 10, 12, 13, 14, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37 Level 4, Module 3, Lessons 4, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 24, 25, 27, 28, 29, 30, 31, 32, 33, 36, 38 Level 4, Module 4, Lessons 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 19, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32, 33, 37 |
| 4SL1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. | Level 4, Module 1, Lessons 13, 32, 36 Level 4, Module 2, Lessons 6, 33, 37 Level 4, Module 3, Lessons 6, 14, 27, 32, 36 Level 4, Module 4, Lessons 20, 29, 37 |
| 4SL1d Review the relevant ideas expressed and explain their own ideas and understanding of the discussion. | Level 4, Module 1, Lessons 13, 32, 36 Level 4, Module 2, Lessons 19, 33, 37 Level 4, Module 3, Lessons 6, 14, 27, 32, 36 Level 4, Module 4, Lessons 20, 29, 37 |
| 4SL2 Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral). | Level 4, Module 1, Lessons 9 Level 4, Module 2, Lessons 12, 14, 20, 23 Level 4, Module 3, Lessons 2, 4, 9, 15, 18, 30 Level 4, Module 4, Lessons 6, 13, 17, 21, 22 |
| 4SL3 Identify and evaluate the reasons and evidence a speaker provides to support particular points. | Level 4, Module 1, Lessons 20, 36 Level 4, Module 3, Lessons 7, 16, 36 |

4th Grade Speaking and Listening

Presentation of Knowledge and Ideas

| New York Standards | Aligned Components of <i>Arts & Letters</i> |
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| 4SL4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience. | Level 4, Module 1, Lessons 5, 13, 14, 17, 18, 20, 21, 22, 23, 25, 27, 28, 30, 32, 33, 36, 37, 38 Level 4, Module 2, Lessons 4, 10, 12, 16, 18, 19, 20, 24, 33, 34, 37 Level 4, Module 3, Lessons 4, 6, 8, 11, 13, 14, 16, 18, 19, 20, 21, 27, 28, 32, 36, 37, 39 Level 4, Module 4, Lessons 7, 10, 20, 21, 29, 32, 35, 36, 37 |
| 4SL5 Include digital media and/or visual displays in presentations to emphasize central ideas or themes. | Level 4, Module 2, Lessons 27, 28, 38, 39 Level 4, Module 4, Lessons 31, 33, 34, 35, 36 |
| 4SL6 Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation. | Level 4, Module 1, Lessons 5, 13, 20, 32, 36 Level 4, Module 2, Lessons 19, 33, 37 Level 4, Module 3, Lessons 6, 14, 27, 32, 36 Level 4, Module 4, Lessons 6, 20, 29, 35, 36, 37 |

4th Grade Language Standards

Conventions of Academic English/Language for Learning

| New York Standards | Aligned Components of <i>Arts & Letters</i> |
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| Anchor Standard L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. | Level 4, Module 1, Lessons 6, 13, 14, 17, 18, 19, 21, 22, 23, 25, 27, 28, 29, 33, 37, 38, 39 Level 4, Module 2, Lessons 7, 20, 34 Level 4, Module 3, Lessons 8, 16, 19, 20, 21, 28, 33 Level 4, Module 4, Lessons 6, 7, 10, 16, 21, 23, 30, 33 |
| <ul style="list-style-type: none"> Produce simple, compound, and complex sentences. | Arts & Letters addresses this standard in grade level 3. Level 3, Module 1 Lessons 6, 7, 11, 13, 16, 17, 28, 29, 33, 37, 38 Level 3, Module 2, Lessons 4, 6, 7, 11, 14, 20, 21, 22, 26, 27, 28, 29 Level 3, Module 3 Lessons 4, 6, 7, 11, 14, 20, 21, 22, 26-29, 32, 33, 37 Level 3, Module 4, Lessons 6, 8, 11, 14, 18, 25, 29, 33 |

4 | New York State Next Generation English Language Arts Learning Standards Correlation to *Arts & Letters*

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| <ul style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. | <p>Arts & Letters addresses this standard in grade level 3.</p> <p>Level 3, Module 1, Lesson 21</p> <p>Level 3, Module 2, Lesson 10</p> <p>Level 3, Module 3, Lesson 10</p> <p>Level 3, Module 4 Lessons 7, 8, 14, 17, 24</p> |
| <ul style="list-style-type: none"> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). | <p>Level 4, Module 1, Lessons 22, 23, 25, 27, 28, 29, 33, 37, 38, 39</p> <p>Level 4, Module 4, Lesson 10</p> |
| <ul style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences. | <p>Arts & Letters addresses this standard in grade level 3.</p> <p>Level 3, Module 1, Lesson 21</p> <p>Level 3, Module 2, Lesson 10</p> <p>Level 3, Module 3, Lesson 10</p> <p>Level 3, Module 4 Lessons 7, 8, 14, 17, 24</p> |
| <ul style="list-style-type: none"> Form and use regular and irregular plural nouns. | <p>Arts & Letters addresses this standard in grade level 3.</p> <p>Level 3 Module 2, Lessons 10, 18</p> <p>Level 3 Module 3, Lessons 10, 18</p> |
| <ul style="list-style-type: none"> Use abstract nouns. | <p><i>Arts & Letters</i> addresses this standard in grade level 3.</p> <p>Level 3, Module 1, Lessons 11, 13</p> |
| <ul style="list-style-type: none"> Form and use regular and irregular verbs. | <p>Arts & Letters addresses this standard in grade level 3.</p> <p>Level 3, Module 1, Lessons 34, 36</p> |
| <ul style="list-style-type: none"> Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). | <p>Arts & Letters addresses this standard in grade level 3.</p> <p>Level 3, Module 1, Lessons 34, 36</p> |
| <ul style="list-style-type: none"> Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). | <p>Level 4, Module 4, Lesson 6</p> |

4 | New York State Next Generation English Language Arts Learning Standards Correlation to *Arts & Letters*

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| <ul style="list-style-type: none"> Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). | <i>Arts & Letters</i> addresses this standard in grade level 5. Level 5, Module 4, Lessons 7, 14, 24 |
| <ul style="list-style-type: none"> Use verb tense to convey various times, sequences, states, and conditions. | <i>Arts & Letters</i> addresses this standard in grade level 5. Level 5, Module 4 Lessons 14, 24, 30 |
| <ul style="list-style-type: none"> Recognize and correct inappropriate shifts in verb tense. | <i>Arts & Letters</i> addresses this standard in grade level 5. Level 5, Module 4, Lesson 14 |
| <ul style="list-style-type: none"> Ensure subject-verb and pronoun-antecedent agreement. | <i>Arts & Letters</i> addresses this standard in grade level 3. Level 3, Module 4, Lessons 24, 29, 31, 33 |
| <ul style="list-style-type: none"> Use coordinating and subordinating conjunctions. | <i>Arts & Letters</i> addresses this standard in grade level 3. Level 3, Module 1, Lessons 11, 16, 22, 29, 33, 37 Level 3, Module 2, Lessons 7, 14, 26, 32 Level 3, Module 3, Lessons 7, 14, 26, 32 Level 3, Module 4, Lessons 4, 14, 29 |
| <ul style="list-style-type: none"> Use and identify prepositional phrases. | Level 4, Module 2, Lesson 34 Level 4, Module 4, Lesson 21 |
| <ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | Level 4, Module 1, Lessons 6, 14, 15, 17, 18, 19, 21, 23, 25, 27, 28, 29, 33, 37, 38, 39 Level 4, Module 2, Lessons 7, 20, 34 Level 4, Module 3, Lessons 8, 16, 21, 28, 33 Level 4, Module 4, Lessons 7, 10, 16, 21, 30 |
| <ul style="list-style-type: none"> Correctly use frequently confused words (e.g., to, too, two; there, their). | Level 4, Module 4, Lessons 23, 33 |

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| Anchor Standard L2 Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. | Level 4, Module 1, Lessons 14, 15, 17, 18, 19, 21, 27, 28, 29, 37, 38, 39 Level 4, Module 2, Lessons 13, 14, 15, 18, 25, 26, 33, 35, 36, 38 Level 4, Module 3, Lessons 10, 12, 13, 14, 16, 19, 20, 21, 37, 38, 39 Level 4, Module 4, Lessons 23, 26, 27 |
| <ul style="list-style-type: none"> Capitalize appropriate words in titles. | <i>Arts & Letters</i> addresses this standard in grade level 3. Level 3, Module 4 Lessons 5, 14, 15, 17, 20, 21, 22, 23, 31, 32, 33 |
| <ul style="list-style-type: none"> Use correct capitalization. | Level 4, Module 1, Lessons 14, 15, 17, 18, 19, 21, 27, 28, 29, 37, 38, 39 Level 4, Module 2, Lessons 13, 14, 15, 18, 26, 32, 33, 35, 36, 38 Level 4, Module 4, Lessons 26, 27 |
| <ul style="list-style-type: none"> Use commas in addresses. | <i>Arts & Letters</i> addresses this standard in grade level 3. Level 3, Module 3 Lesson 27 |
| <ul style="list-style-type: none"> Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text. | <i>Arts & Letters</i> addresses using commas and quotation marks in dialogue in grade level 3. Level 3, Module 3, Lessons 23, 24, 26, 33, 37, 38 <i>Arts & Letters</i> addresses using commas and quotation marks to mark direct speech and quotations from a text in grade level 4. Level 4, Module 2, Lessons 18, 24, 25, 33, 35, 36, 38 |
| <ul style="list-style-type: none"> Use a comma before a coordinating conjunction in a compound sentence. | Level 4, Module 1, Lessons 14, 21 Level 4, Module 3, Lessons 16, 19, 20, 21, 37, 38, 39 |
| <ul style="list-style-type: none"> Use a comma to separate an introductory element from the rest of the sentence. | <i>Arts & Letters</i> addresses this standard in grade level 5. Level 5, Module 1, Lessons 9, 18, 22, 23, 31, 32, 38, 39 Level 5, Module 3, Lessons 8, 14, 15, 22, 28, 37, 38 |
| <ul style="list-style-type: none"> Use punctuation to separate items in a series. | <i>Arts & Letters</i> addresses this standard in grade level 5. Level 5, Module 3, Lessons 18, 23 Level 5, Module 4, Lessons 12, 28 |

4 | New York State Next Generation English Language Arts Learning Standards Correlation to *Arts & Letters*

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| <ul style="list-style-type: none"> Form and use possessives. | <p>Arts & Letters addresses this standard in grade level 3.</p> <p>Level 3, Module 2, Lessons 15, 19</p> |
| <ul style="list-style-type: none"> Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). | <p>Arts & Letters addresses this standard in grade level 3.</p> <p>Level 3, Module 3, Lessons 11, 22, 26, 34, 35, 37, 39</p> <p>Level 3, Module 4, Lessons 7, 14, 15, 17, 23, 31, 32, 33</p> |
| <ul style="list-style-type: none"> Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed. | <p><i>Arts & Letters</i> addresses using spelling patterns and generalizations in grade level 3.</p> <p>Level 3, Module 4, Lessons 14, 15, 16, 17, 23, 31, 32, 33</p> <p><i>Arts & Letters</i> addresses consulting reference materials, including beginning dictionaries, as needed to check and correct spellings in grade level 3.</p> <p>Level 3, Module 3, Lessons 11, 26, 37, 38</p> <p>Level 3, Module 4, Lessons 14, 15, 16, 17, 23, 31, 32, 33</p> |
| <ul style="list-style-type: none"> Use quotation marks or italics to indicate titles of works. | <p><i>Arts & Letters</i> addresses this standard in grade level 5.</p> <p>Level 5, Module 1, Lessons 17, 31, 32, 38, 39</p> <p>Level 5, Module 2, Lessons 13, 19, 20, 21, 27, 28, 29, 31, 37, 38</p> |

4th Grade Language Standards

Knowledge of Language

| New York Standards | Aligned Components of <i>Arts & Letters</i> |
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| 4L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. | Level 4, Module 4, Lessons 35, 36 |
| 4L3a Choose words and phrases to convey ideas precisely. | Level 4, Module 2, Lessons 19, 20, 23, 26, 33, 35, 37, 38 |

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| 4L3b Choose punctuation for effect. | Level 4, Module 2, Lessons 25, 26, 33, 35, 37, 38 |
| 4L3c Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | Level 4, Module 4, Lessons 35, 36 |

4th Grade Language Standards

Vocabulary Acquisition and Use

| New York Standards | Aligned Components of <i>Arts & Letters</i> |
|---|--|
| 4L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. | Level 4, Module 1, Lessons 7, 12, 16, 22, 23, 24, 31, 35 Level 4, Module 2, Lessons 2, 6, 12, 22, 36 Level 4, Module 4, Lessons 2, 3, 4, 5, 8, 9, 12, 23, 25, 28, 30, 37, 39 |
| 4L4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | Level 4, Module 1, Lessons 7, 12, 23, 24 Level 4, Module 2, Lessons 2, 12 Level 4, Module 3, Lessons 2, 6, 9, 15, 20, 30 Level 4, Module 4, Lessons 3, 4, 5, 12, 23, 28, 37 |
| 4L4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). | Level 4, Module 1, Lessons 7, 12, 16, 31, 35 Level 4, Module 2, Lessons 6, 12, 22, 36 Level 4, Module 3, Lessons 17, 23, 35 Level 4, Module 4, Lessons 4, 8, 23, 25, 30, 39 |
| 4L4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | Level 4, Module 1, Lesson 22 Level 4, Module 3, Lessons 3, 10, 18 Level 4, Module 4, Lessons 2, 9, 25 |

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| <p>4L5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | <p>Level 4, Module 1, Lessons 4, 9, 11, 12, 13, 24</p> <p>Level 4, Module 2, Lessons 15, 28</p> <p>Level 4, Module 4, Lessons 5, 6, 8, 9, 18, 28, 29, 37</p> |
| <p>4L5a</p> <p>Explain the meaning of simple similes and metaphors in context.</p> | <p>Level 4, Module 1, Lessons 9, 11, 12, 13</p> <p>Level 4, Module 2, Lessons 15, 28</p> <p>Level 4, Module 3, Lessons 2, 5</p> <p>Level 4, Module 4, Lessons 5, 6, 8, 28, 29</p> |
| <p>4L5b</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> | <p>Level 4, Module 1, Lesson 4</p> <p>Level 4, Module 3, Lesson 13</p> <p>Level 4, Module 4, Lessons 5, 9, 37</p> |
| <p>4L5c</p> <p>Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> | <p>Level 4, Module 1, Lesson 24</p> <p>Level 4, Module 3, Lessons 12, 25</p> <p>Level 4, Module 4, Lesson 18</p> |
| <p>4L6</p> <p>Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> | <p>Level 4, Module 1, Lessons 3, 4, 5, 6, 7, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39</p> <p>Level 4, Module 2, Lessons 2, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38</p> <p>Level 4, Module 3, Lessons 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 26, 27, 28, 30, 31, 32, 33, 35, 36, 37, 38, 39</p> <p>Level 4, Module 4, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 12, 16, 18, 20, 21, 23, 28, 29, 30, 32, 33, 37</p> |