

Arts & letters™

A Closer Look At High-Quality Literacy

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Crafted by Educators, for Educators

Designed by seasoned educators, *Arts & Letters*[™] harnesses real-world classroom insights to deliver a curriculum that is as much a joy to teach as it is to learn. Our approach is underpinned by the latest Science of Reading research because literacy success stems from both reading skills and comprehensive knowledge. We know that students thrive in classrooms where effective teachers, equipped with high-quality materials and strong

implementation support, drive rigorous learning. Every element—from lesson planning to student assessments—is crafted to enhance efficiency and classroom engagement. *Arts & Letters* empowers educators and fosters a rich learning environment in which students are motivated to explore, inquire, and excel. Each aspect of our curriculum is meticulously crafted to deliver an unparalleled learning experience.

Support for All Learners

The curriculum is grounded in principles of equity and inclusion, ensuring that every student can access and connect with the content. With tailored supports for all students, including multilingual learners, *Arts & Letters* is a flexible and inclusive choice for successful learning.

Critical Skill Development

Arts & Letters cultivates essential literacy skills through activities that promote deep reading, critical thinking, and effective communication, helping students analyze texts and express their understanding.



Each aspect of our curriculum is meticulously crafted to deliver an unparalleled learning experience.

Knowledge-Rich Content

Students are invited to explore rich and varied topics across different disciplines, helping build a robust foundation of knowledge that nurtures curiosity and a lasting love of learning.

Engagement Through Exceptional Resources

The curriculum includes works from renowned authors and illustrators alongside beautifully designed materials to make learning exciting and relevant through high-quality books, fine art, engaging videos, and more.

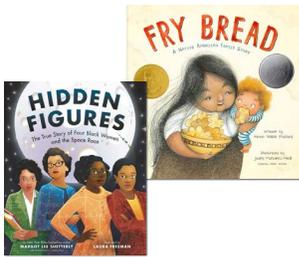
Support for Educators

Arts & Letters empowers educators with a teacher-centric design, offering a suite of comprehensive resources that streamline preparation and enhance instructional effectiveness to meet the needs of all students.

Comprehensive Print and Digital Resources

Arts & Letters is a comprehensive K–8 English language arts (ELA) curriculum. Four modules per level form a year of instruction, designed to give teachers the time they need to dig deeply into four knowledge-rich topics. User-friendly print and digital resources for teachers and students facilitate instructional planning and delivery and foster deep learning. Each *Arts & Letters* module provides teachers and students with what they need when they need it.

Print Materials



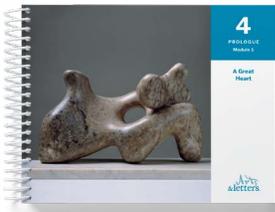
Module texts build lasting knowledge of important topics.



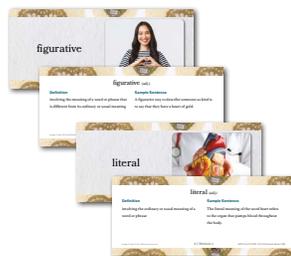
Teach books (one per module, four per grade level) provide engaging and rigorous instructional guidance.



Student **Learn** books include texts, graphic organizers, and other materials to support engagement and learning.



Prologue provides language-building preview and practice activities for multilingual learners and students who have language-based disabilities.



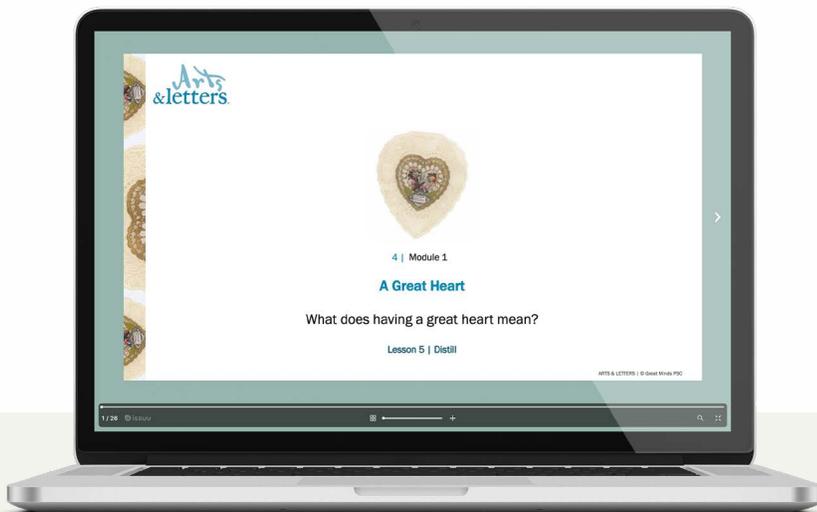
Knowledge Deck Cards support vocabulary acquisition and application.



Classroom posters of core reading and writing resources facilitate academic language and literacy skill building.

Digital Resources for Teachers

- Digital versions of the **Teach** and **Prologue** books streamline preparation and delivery with linked point-of-use resources.
- Lesson **slides** provide visual cues and support lesson delivery.
- Digital **assessments** offer teachers ongoing student performance data.
- **Answer keys** help teachers monitor learning and provide feedback.
- **Volume of reading** (VOR) text lists and questions support independent reading.
- **Year in Review** lessons stamp student learning.
- The **Implement** space provides tools and resources for teachers, coaches, and leaders.



On the **digital platform**, teachers access lesson slides, *Teach* book content, assessments, and more.

Digital Resources for Students

- The digital version of the **Learn** book offers engaging learning resources and knowledge-building texts.
- Module **More** videos and additional multimedia resources build students' knowledge.
- **Volume of reading** text lists and questions support independent reading.
- Flexible digital **assessments** include assigned texts and quizzes.

Arts & Letters digital platform design meets the Web Content Accessibility Guidelines (WCAG) 2.2 AA technical standards to ensure accessibility. Closed captioning and audio descriptions ensure **accessible content**. Assessment **functionality** includes assigning, scoring, and reporting. Teachers can **display images** of fine art, maps, and other visuals for whole class viewing.

Knowledge-Building Topics

Knowledge has a multiplier effect—the more students know, the more they can learn. This means that the earlier students build knowledge, the more successful they are at every level.

Arts & Letters students investigate four **knowledge-building topics** every year across grade levels K–8. Module topics focus on **literature, the arts, history/social studies,** and **science**.

Each module builds on the last, requiring students to analyze and integrate new ideas as they systematically grow their knowledge. By year’s end, students have covered all essential ELA skills and standards in the context of each topic.

Level	Module 1	Module 2	Module 3	Module 4
K	<i>The Five Senses</i> How do people use their senses to experience the world?	<i>Once Upon a Farm</i> What happens on a farm?	<i>America, Then and Now</i> How has innovation changed life in America over time?	<i>The Continents</i> What makes the world fascinating?
1	<i>A World of Books</i> Why are books important?	<i>Creature Features</i> What do people learn by studying animals?	<i>Wind Power</i> How is the wind powerful?	<i>World Tales</i> How are stories similar around the world?
2	<i>A Season of Change</i> How does seasonal change affect nature and people?	<i>The American West</i> How has life in the American West changed over time?	<i>Civil Rights Advocates</i> How did civil rights advocates respond to injustice?	<i>Good Eating</i> How does food nourish us?
3	<i>The Sea</i> How do people explore the sea?	<i>Outer Space</i> How do people learn about space?	<i>A New Home</i> How do stories help us understand immigrants’ experiences?	<i>Artists Make Art</i> What is an artist?
4	<i>A Great Heart</i> What does having a great heart mean?	<i>Myths and Enduring Stories</i> What do people learn from myths and stories?	<i>The American Revolution</i> How does the pursuit of freedom inspire people’s actions?	<i>Let’s Play Ball</i> How can individuals contribute to a collective legacy?
5	<i>Handed Down</i> How do communities sustain their cultures?	<i>Extreme Settings</i> How does an extreme setting affect a person?	<i>Wordplay</i> How and why do writers play with words?	<i>Windy City Poetry</i> What is the value of poetry?
6	<i>The Great Depression</i> How do people persevere through hardship?	<i>Free to Learn</i> How do convictions inspire actions?	<i>Jade and Water</i> How does tradition influence art?	<i>Epic Journeys</i> How does the hero’s journey endure?

Level	Module 1	Module 2	Module 3	Module 4
7	<i>The Middle Ages</i> How does society influence a person's future?	<i>Navajo Code Talkers</i> How do societies benefit from cultural knowledge?	<i>Rise and Fall</i> How does literature deepen historical understandings?	<i>Fever</i> How can times of crisis affect individuals and societies?
8	<i>The Power of Poetry</i> What are the intersections between stories and poetry?	<i>Montgomery</i> What does it mean to move toward justice?	<i>Exploring Antarctica</i> How does exploration affect society?	<i>Shakespeare's Theater</i> How does theater transform human experiences?

Research Says—Knowledge Building Is Essential to Literacy

The more readers know, the better they comprehend (Cervetti and Hiebert). For this reason, “it is imperative that English and Language Arts educators must focus on the explicit teaching of domain knowledge...to build their students’ reading comprehension capacity” (Smith et al. 220). Students build comprehension in an environment that integrates knowledge, literacy, and skills (Catts).

Just how does knowledge relate to literacy? Well-known Science of Reading frameworks (the Simple View of Reading and Scarborough’s Reading Rope) emphasize that readers must integrate skills with meaning. Comprehension requires knowledge, including “both a broad vocabulary and factual knowledge” (Willingham). Knowledge enables readers to make connections and frees their cognitive attention so that they can learn and retain new information. Knowledge leads to knowledge.

More videos build shared foundational knowledge that supports all students’ access to module texts and topics. Closed captioning and audio descriptions further ensure equal access.



Level 4 Module 1: A Great Heart

The *More* video “Dr. Samuel Gross” provides all students with background information on Dr. Samuel Gross, the person of focus in the module’s studied artwork, *The Gross Clinic* by Thomas Eakins.

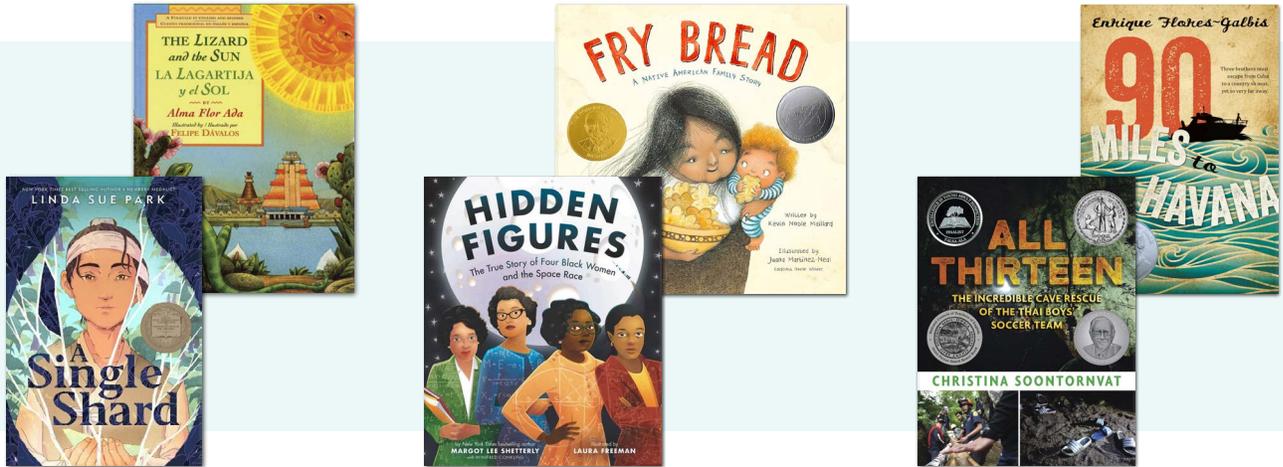


Level 1 Module 1: A World of Books

The *More* video “Ballet Basics” provides students with context needed to access the core text, *Ready to Fly: How Sylvia Townsend Became the Bookmobile Ballerina* by Lea Lyon, A. LaFaye, and Jessica Gibson.

Knowledge-Building Texts

Research shows that students develop knowledge and literacy most effectively through **text**.



What features characterize Arts & Letters **texts**?

- Grade-appropriate, complex, knowledge-rich texts are worthy of students' attention.
- Intentional sequence and grouping support grade-level knowledge building.
- Literary, informational, multimedia, and fine arts texts are thoughtfully balanced.
- Diverse perspectives allow students to recognize themselves while broadening their horizons.
- Selection of texts by award-winning authors ensures that the texts are models of excellence.
- Varied types of texts include books, essays, speeches, articles, interviews, memoirs, and poetry.



In addition, Arts & Letters students study **visual art**, which allows them to engage differently with module topics and offers entry for multilingual learners and those who struggle with reading.

Arts & Letters includes works by a diverse group of esteemed, beloved writers and illustrators, including, among many others:

- Kwame Alexander
- Ray Bradbury
- Virginia Lee Burton
- Aubrey Davis
- Matt de la Peña
- Junot Díaz
- Rita Dove
- Heather Henson
- Langston Hughes
- Pat Mora
- Kadir Nelson
- Linda Sue Park
- Edgar Allan Poe
- Patricia Polacco
- Lizzy Rockwell
- Brian Selznick
- Peter Sís
- William Shakespeare
- William Steig
- Malala Yousafzai



Science of Reading–informed **fluency practice** included in all modules reinforces students’ reading comprehension.

Volume of reading text lists extend the topic and span levels, allowing for independent reading choice, challenge, and continued knowledge building. Find volume of reading lists on the digital platform.

Research Says—Text Is at the Heart of Literacy Learning

Research suggests that the quality of texts matters and that students should read knowledge-rich, high-quality, diverse texts that span genres and are sequenced for knowledge and skill building (Liben and Liben, “Both and’ Literacy Instruction”; Snow and Biancarosa; Willingham).

Complexity is essential to preparing students for the demands of future literacy tasks (ACT). High-quality texts also model effectiveness of style, language, and structure for students’ own writing (Graham and Perin). Complex, knowledge-building texts are essential across all grade levels: “[T]he argument that students first learn to read and then use text to learn is fundamentally flawed. Even while students are learning to read words, they can and should have opportunities to build knowledge from texts with worthwhile ideas and words” (Cervetti and Hiebert).

Independent reading also improves comprehension (International Literacy Association), as can guided, repeated oral reading for fluency (National Reading Panel).

Arts & Letters students spend most of their instructional time analyzing texts and speaking or writing in response to text-based questions. High-quality texts are grouped and sequenced for learning. Topic-specific volume of reading lists provide varied options for independent reading. Repeated close reading for fluency and comprehension are built into the structure of *Arts & Letters*.

Literacy-Boosting Instruction

An Arts & Letters classroom is lively and joyful. Students collaboratively read, write, speak, listen, and research, building language skills and vocabulary in meaningful contexts.

Wonder What do I notice and wonder about this text?

Organize What is happening in this text?

Reveal What does a deeper look at _____ reveal?

Distill What is a central idea in this text?

Know How does this text build our knowledge?

Arts & Letters

Reading: The transferable **Content Stages for reading** offer a repeatable process for students to comprehend complex grade-level texts.

Writing: Students write to learn every day, and they learn to write guided by exemplary models and a clear process and structures. Repeatable **structures for writing** and **writing models** support all students' learning across informative, opinion, and narrative writing modes.

On-Target Writing Model 4 | Module 1 | Writing

Prompt: How does the author of "Heart to Heart" use literal and figurative language to describe the human heart?

Notes

How would you describe a heart? Rita Dove, who is the author of "Heart to Heart," uses literal and figurative language to describe the human heart. She uses literal language to describe what the heart looks like and figurative language to describe what it feels like to have a heart.

Rita Dove uses literal language to describe how a heart looks. In the second stanza, she mentions that the heart is made of muscle. A heart is a muscle that pumps blood. Also, she describes the heart as lopsided. A human heart is not symmetrical like a heart on a greeting card.

In addition, Dove uses figurative language to describe what it feels like to have a heart. She says that a heart is in a cage. This shows that feelings can be trapped. She also uses figurative language when she says a heart cannot be opened. A heart that is closed cannot share feelings.

The author of "Heart to Heart" uses literal and figurative language to describe the heart. This helps readers understand that the word *heart* has different meanings.

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Painted Essay® — Informative 4 | Module 1 | Reference Charts

Introduction
catches the reader's attention, gives some background context

Thesis
point # 1 point # 2

Proof Paragraph # 1
evidence

transition

Proof Paragraph # 2
evidence

Conclusion
What? (restate your thesis)
So What? (reflect)

Key: ■ red, ■ green, ■ yellow, ■ blue

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Research and Inquiry: Arts & Letters students engage in topical research as an **ongoing practice**, based on a **research process** that includes synthesizing multiple sources and sharing findings in text, with visuals, and via digital tools. Each module topic is distilled in an **Essential Question** that sparks curiosity and inquiry.

Level K Module 4: <i>The Continents</i>	What makes the world fascinating?
Level 4 Module 3: <i>The American Revolution</i>	How does the pursuit of freedom inspire people's actions?
Level 8 Module 3: <i>Exploring Antarctica</i>	How does exploration affect society?

Speaking and Listening: Teachers provide **explicit instruction**, and students apply skills in **academic discussions and oral presentations**.

Talking Tool 4 | Module 1 | Talking Tool

 Listen Closely	What do you mean by _____? Can you tell me more about _____? What evidence supports your idea? How does your idea relate to _____?
 Share What You Think	I think _____ because _____. First, _____, Also, _____, Finally, _____. I agree and I will add that _____. I disagree because _____. I hear you say that _____. This makes me think that _____. I hear you say that _____. However, _____.
 Support What You Say	In the text, _____. For example, _____. One reason is _____. Another reason is _____. This evidence shows _____. This evidence means _____. This evidence is important because _____.

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Resources like the **Talking Tool** support academic conversations.

Sentence frames support students in listening, sharing ideas, and supporting ideas with evidence.

Vocabulary and Conventions: Teachers provide **explicit instruction** in vocabulary and conventions, while texts, speaking, and writing reinforce student learning.

Knowledge Deck Cards are key resources for teaching vocabulary.

bookmobile



An image supports students' understanding.

bookmobile (n.)

Definition	Sample Sentence
a vehicle that is a traveling library	There was a line of children waiting to borrow books from the bookmobile.

Image Credit: Francis Benjamin Johnston Photograph Collection, Library of Congress, Prints & Photographs Division 1 | Module 1 ARTS & LETTERS | © 2025 Great Minds PBC

Words are defined in student-friendly language. A sample sentence shows the word in context.



Research Says—Effective Literacy Instruction Is Integrated and Meaningful

Research shows how the strands of literacy are interdependent and mutually beneficial—relationships that *Arts & Letters* leverages with integrated instruction across the ELA strands.

- Writing facilitates reading (Graham and Hebert) and content-area learning (Graham and Perin).
- Vocabulary plays a critical role in literacy, especially when students have explicit and implicit opportunities to learn words (National Reading Panel).
- Embedding grammar instruction in meaningful contexts, including students' own writing and models of high-quality texts, and maintaining a focus on sentence construction strengthen students' writing (Graham and Perin; Scott and Balthazar; Shanahan, "Trying Again").

Actionable Assessments

Assessment is an integral part of *Arts & Letters*, enabling teachers to make instructional decisions based on student needs. Assessments are varied, purposeful, and comprehensive. Clearly defined **learning goals** make the targets clear for teachers and learners. Teachers administer *Arts & Letters* assessments using paper-and-pencil-based assessments or online options on the digital platform.

Assessments are standards-aligned and interspersed in lessons and modules so that teachers always have a finger on the pulse of the classroom.

5.  **Introduce the learning task.** Direct students to the World Knowledge Statements page, located in the *Learn* book. Instruct students to write at least two complete sentences that express knowledge about *Mother and Child*.

Analyze Student Progress

Monitor: Do students express their knowledge about *Mother and Child* in complete sentences?

Offer Immediate Support: If students need additional support forming knowledge statements as complete sentences, ask these questions about the subjects: What is abstract art? What is negative space? How might a mother feel about a child, or how might a child feel about a mother?

Plan Future Practice: Students practice expressing what they learned about *The Gross Clinic* in lesson 21.

The Module Plan shows assessments in purple for ease of instructional planning.

Arc C: *Why Do Leaves Change Color?*

Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16
Wonder <i>Why Do Leaves Change Color?</i>	Organize <i>Why Do Leaves Change Color?</i> 	Reveal <i>Why Do Leaves Change Color?</i>  Module Task 1 completed 	Reveal <i>Why Do Leaves Change Color?</i> 	Know <i>Why Do Leaves Change Color?</i>

Arc D: *The Little Yellow Leaf*

Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23
Wonder <i>The Little Yellow Leaf</i>	Organize <i>The Little Yellow Leaf</i> 	Reveal <i>The Little Yellow Leaf</i> 	Distill <i>The Little Yellow Leaf</i> 	Know <i>The Little Yellow Leaf</i>  Module Task 2 completed	 Listening Comprehension Assessment 1	Responsive Teaching

Arts & Letters assessments make ongoing, informal, and formal assessment seamless and useful.

- Formal Listening and Reading Comprehension assessments are available in **multiple formats** for flexibility.
- Reading Comprehension Assessments contextualize students’ results and give teachers precise student data.
- Assessment items, prompts, and directions are written to maximize readability.
- Tools such as the **Speaking and Listening Goal Tracker** provide spaces for teachers to note students’ performance across a module.
- **Analyze Student Progress** sections following the learning tasks in each lesson support teachers in monitoring students’ performance, providing immediate support for students, and looking ahead to future practice opportunities.

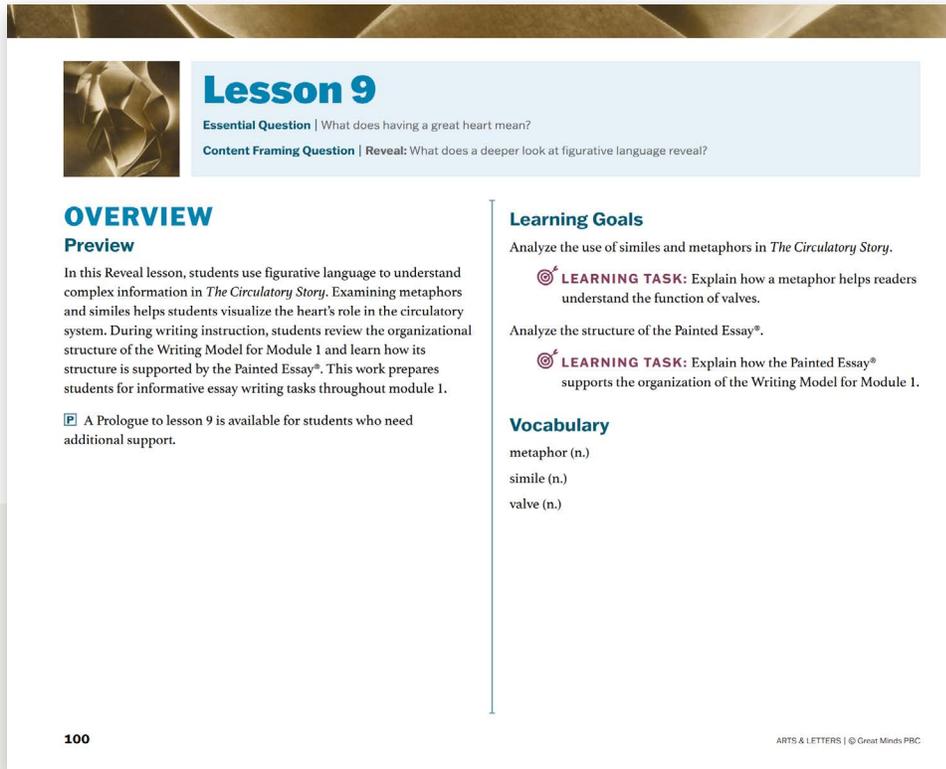
An Assessment Guide provides administration, scoring, interpretation, digital reports generation, and next-steps guidance for each assessment.

Component	Frequency	Where to Find	K-1	2	3-8
Achievement Descriptors	1 set per module	Front of <i>Teach</i> book	•	•	•
Assessment Guides	1 per formal assessment	digital platform	•	•	•
Learning Tasks	1-2 per lesson	Learn section of each lesson	•	•	•
Listening Comprehension Assessments	2 per module*	digital platform	•	•	
Reading Comprehension Assessments	2 per module*	digital platform		•	•
Module Tasks	2-5 per module	Print: student <i>Learn</i> book Digital: digital platform	•	•	•
End-of-Module Task	1 per module	Print: student <i>Learn</i> book Digital: digital platform	•	•	•

*Grade level 2 includes two Listening Comprehension Assessments per module in modules 1 and 2. In modules 3 and 4, grade level 2 students complete one Reading Comprehension Assessment at the midpoint of the module and one Listening Comprehension Assessment at the end of the module.

Research-Based Design

The user-friendly, **purposeful design** of *Arts & Letters* makes planning and delivering instruction easy. Teachers can focus on what is most important: students.



The screenshot shows the 'Lesson 9' overview page. At the top left is a decorative image of a heart. The title 'Lesson 9' is in large blue font. Below it are two questions: 'Essential Question | What does having a great heart mean?' and 'Content Framing Question | Reveal: What does a deeper look at figurative language reveal?'. The 'OVERVIEW' section has a 'Preview' sub-section with a paragraph about using figurative language in 'The Circulatory Story' and a 'P' icon indicating a prologue. The 'Learning Goals' section lists two goals with 'LEARNING TASK' icons and text. The 'Vocabulary' section lists 'metaphor (n.)', 'simile (n.)', and 'valve (n.)'. The page number '100' is at the bottom left and 'ARTS & LETTERS | © Great Minds®/PBC' is at the bottom right.

The lesson **Overview** provides teachers with the information they need to prepare for instruction.

Lessons follow a predictable structure, designed to support teachers and students. The Launch-Learn-Land structure streamlines instruction and creates the cognitive conditions for optimal student learning and retention.

- 1 Launch** sets the overall lesson focus, identifies the focus for reading, and activates prior knowledge.
- 2 Learn** engages students in knowledge and skill building through texts, collaboration, inquiry, and discussion. In **Read, Respond, Write,** and **Observe** activities, teachers and students follow regular, engaging, predictable instructional routines so students know what to expect and can focus on learning.
- 3 Land** offers time to reflect on the lesson and plan for future learning.

Design elements support teaching and learning throughout the lesson, with key definitions, Sample Think Aloud sidebars, and teacher tips provided at point of use throughout each lesson.

1 | Module 1 | Arc A | Lesson 2

LEARN 50 minutes

Read | Listen Closely to “Story” | 20 minutes

Teacher Note
As students share what they notice and wonder, use this as an opportunity to conduct an informal, formative assessment of the knowledge and skills students have retained from the previous year. For example, do students’ responses indicate attention to specific passages in the poem? Do they express complete thoughts? Use the information you gather to prepare for subsequent lessons with this text.

1. Direct attention to the poem. Explain that authors are people who write texts, and poets are authors who write poems.
2. Tell students that before reading the poem, they will practice sharing what they notice about the text. Introduce the vocabulary term *notice*. Say the term aloud, and instruct students to repeat it. Define the term. Direct attention to *notice* in the Content Framing Question. Demonstrate the term’s meaning by using a gesture (e.g., making glasses frames around your eyes).
3. Think aloud to model how to notice something about the poem.
4. Instruct students to look carefully at all parts of the poem, including the illustration. Invite a few students to share something they notice.
5. Read aloud “Story.” Pause only to clarify details necessary for general understanding. Instruct students to use a nonverbal signal (e.g., making glasses frames around their eyes) when they notice something they want to share.

Language Support
Based on your students’ needs, pause to define select terms with a synonym (e.g., *mind*, *quake*, *worry*). Use subsequent readings to reinforce the synonyms for the terms you selected.

Teacher Note
Every time you read aloud is an opportunity to demonstrate the elements of fluent reading: accuracy, phrasing, expression, and rate. In level 1, students practice fluency by reading *Geodes*®.

Definition
notice (v.): to become aware of someone or something

Sample Think Aloud
I’m looking closely at all parts of the poem, including the arrangement of the words. One thing I notice about the words is that there are separate groups of lines.

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Numbered steps sequence lesson instruction, highlighting a clear path to learning.

Embedded Teacher Notes and margin notes provide point-of-use teacher support.



Research Says—Coherent Design Supports Learning

Cognitive scientist Daniel T. Willingham writes that successful thinking “relies on four factors: information from the environment, facts in long-term memory, procedures in long-term memory, and space in working memory. If any one of them is inadequate, thinking will likely fail” (9). A well-designed lesson can help teachers account for many of these factors, ensuring appropriate supports in the environment and in the learning tasks.

Research also demonstrates that students benefit from engaging in tasks that require them to explain, connect, and organize information and to monitor their own thinking (Deans for Impact). *Arts & Letters* lessons offer easy-to-use guidance to help teachers strategically build on students’ prior learning, prepare the learning environment, support students’ engagement in learning tasks, and give meaningful feedback during lessons.

Instruction for All Students

Arts & Letters enables all students to build knowledge and skills by reducing barriers to success, engaging students through **high expectations**, and offering **opportunities for extension**.

- Meaningful topics, texts, and tasks foster **engagement**.
- The predictable **lesson structure** enables all students to focus on learning.
- Varied **learning and assessment options** give students flexible ways to interact with materials and demonstrate learning.
- *Learn* book pages support students in organizing texts and making connections.
- **Colorful images and illustrations** in the *Learn* book make learning inviting and engaging.
- Alignment to **Universal Design for Learning** principles gives all students the opportunity to learn.
- Support and challenge notes in lessons offer scaffolds and extensions:
 - **Differentiation Supports** suggest lesson-specific scaffolds.
 - **Differentiation Challenges** offer ideas for students ready to extend their learning.
 - **Language Supports** provide ideas to support students' language development.
 - **Language Expansion** notes in *Prologue* provide suggestions for multilingual learners with intermediate proficiency.

5. Direct attention to the word *system*. Ask this question:

 **What do you know about the word *system*?**

Language Support

Display this sentence to provide context for the word *system*: The art teacher uses a system of different colored baskets to store artwork from her many classes.

Key Ideas

- a way of doing things
- a way to organize
- parts that make up something

6. As students share, reinforce the correct definition: a group of related parts that work together.

Support notes at point-of-use give ideas to support specific student needs.

Through embedded supports and supplemental resources, all *Arts & Letters* learners are empowered to confidently tackle rigorous grade-level texts and language tasks.

Arts & Letters supports **multilingual learners** with purposeful features and ample resources:

- **Language Support** ideas provide scaffolding suggestions.
- **Fine arts** connections offer an additional entry point to content.
- **Accessible language** in the *Learn* book supports readability for all students.
- The *Teach* books show coverage of **English language development (ELD) standards**.
- **Tips for Families**, provided in multiple languages, give families the guidance they need to engage in their student’s learning.
- **Multilingual glossaries** and a **family Welcome Letter** in multiple languages build a bridge from school to home for all students.



Research Says—Rigor, Support, Collaboration, and Engagement Are Essential

For all students to have equal access to high gains in learning, rigorous instruction must be combined with embedded supports, opportunities for collaboration, and meaningful engagement.

Douglas Fisher and colleagues compare reading complex texts to lifting weights: To build their reading muscles, students must lift the weights of challenging texts. Complex texts are often the only place where students “discover how academic language works” (Fillmore and Fillmore 2).

How can students be supported? Embedding scaffolds and supports, as *Arts & Letters* does, is one crucial way. Collaboration is another way. Learners benefit from collaboration (Slavin). Students who work together in engaging literacy activities outperform peers who work alone (Graham and Perin). Students benefit when they discuss texts and topics collaboratively (Biancarosa and Snow), as they do in every *Arts & Letters* lesson.

Engagement is also essential. Knowledge-building texts and topics foster this engagement. This engagement, Gina N. Cervetti and Elfrieda H. Hiebert argue, particularly benefits multilingual learners and students with literacy deficits, who “gain the literacies required for the 21st century” (504–5).

Integrated Support

Prologue supports multilingual learners and any students who struggle with language-based challenges with resources and activities to preview key learning.

- *Prologue* lessons align to the core lessons and preview essential ideas and skills—supporting any student who needs a step stool to access core learning. *Prologue* provides help before students need it, rather than remediating after the fact.
- Targeted scaffolds enable all students to access the grade-level curriculum.
- *Prologue* lessons can be used for designated ELD or intervention time, depending on daily and weekly schedules.
- TESOL teachers or other specialists teaching from *Prologue* can directly support the core classroom’s ELA content.

4

PROLOGUE
Module 1

A Great
Heart

Arts
& Letters



L21 | Coordinating Conjunctions and Sentences

4 | Module 1 | Prologue to Lesson 21

Read each sentence pair and determine the relationship between the two ideas. Choose the coordinating conjunction from the chart that best expresses the relationship. Write a new sentence by using the conjunction.

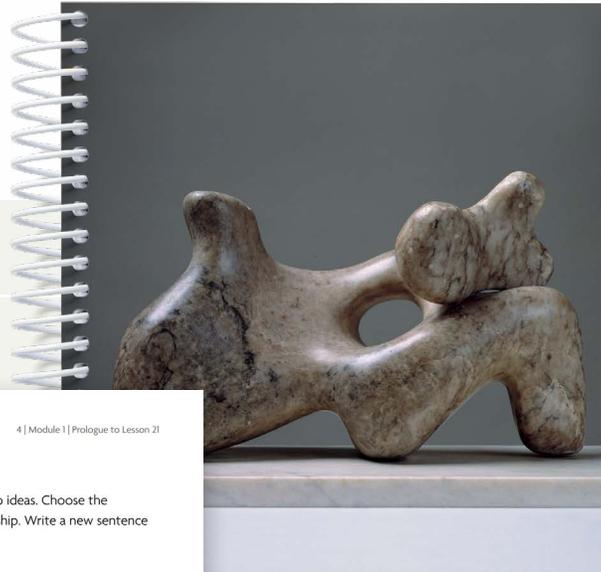
Conjunction	Purpose
and	connects similar ideas
but	connects different ideas
yet	connects different ideas
or	shows a choice between ideas
for	shows a reason
so	shows cause and effect

Sample Sentences:

1. Doctors once had to amputate infected fingers, arms, or legs.
2. Amputation was a common practice, but Dr. Gross found a better way.
3. Dr. Gross removed infected parts of bone so the rest of the bone could try to heal.
4. Being a doctor was important to Dr. Gross, yet being a professor was also important.
5. Dr. Gross knew his work was important, for it helped a lot of people.

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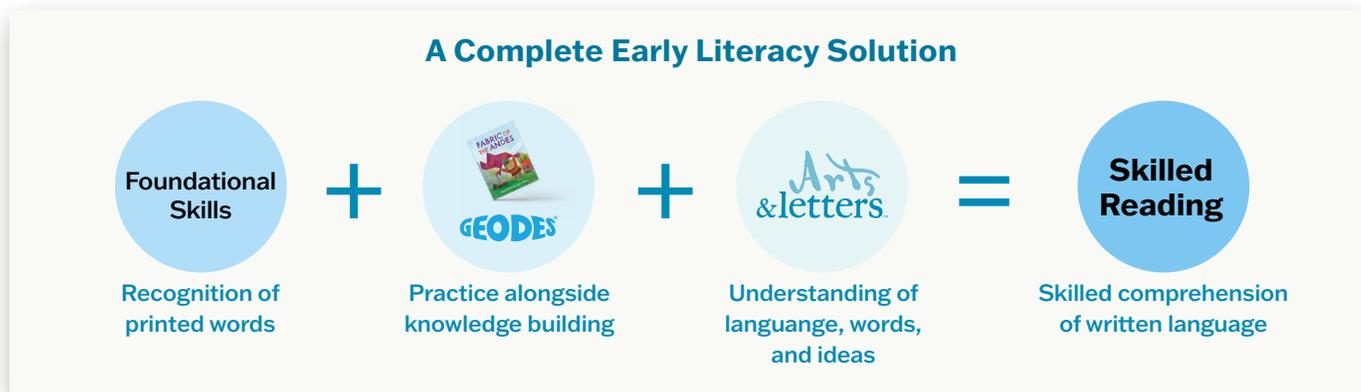


Prologue provides aligned, supplemental instruction for multilingual learners and students with language-based disabilities.

A Science of Reading Solution

Arts & Letters is an important part of a complete solution for early readers' literacy needs.

Pairing Arts & Letters in kindergarten through grade level 2 with an explicit, systematic foundational skills program and readable texts like Geodes® supports evidence-based literacy practices.



Geodes readable texts cultivate a deep learning experience, allowing students to practice their phonics and decoding skills while building enduring knowledge.

- Each text helps teachers put Science of Reading research into action.
- Every book is highly decodable, so all students can practice phonics skills.
- Grade-level Geodes text sets reflect knowledge-building topics, wide-ranging identities, and diverse experiences, aligned to build on Arts & Letters topics.

Level 1: 4 Modules



LEVEL 1, MODULE 1: A WORLD OF BOOKS

Set 1
Sharing Stories
CVC Words

Set 2
Unusual Libraries
Consonant Digraphs
(wh, ch, sh, th, ck)

Set 3
Bringing Books to Life
Bonus Letters
(ff, ll, ss, zz)

Set 4
Books for All
Glued Sounds (all, am, an),
Suffix -s

Standards Alignment

Arts & Letters modules teach the module's texts and topics while helping students meet expectations for learning as defined by college- and career-readiness standards.

The *Arts & Letters* Achievement Descriptors synthesize college- and career-readiness and state literacy standards. They detail what students should know or be able to do after each lesson or module.

Find Achievement Descriptors in every *Teach* book at the end of each lesson and module.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.a, MM.5.4.B, MM.5.4.B.b

MM.7.4 Structure: MM.7.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.b, M M.12.4.C.b

CP Compose and Present Content

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.4.4 Expression

See the **Achievement Descriptors** for key knowledge and skills to monitor student progress.

Educators can feel confident that all standards are taught and learned at each grade level of *Arts & Letters*. By year's end at each grade level, each Achievement Descriptor will have been taught and assessed at least once via a Listening or Reading Comprehension Assessment, a module task or End-of-Module Task, or an in-lesson learning task.

Arts & Letters aligns with WIDA and ELD standards for English language development; educators can see alignment with an at-a-glance view in the WIDA ELD scope and sequence.

WIDA SCOPE AND SEQUENCE

Kindergarten Module 1

KEY
● = standard is addressed

WIDA ELD Social and Instructional Language: Narrate

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
ELD-SI.K-3.Narrate a			●	●		●	●		●	●	●	●					●		●	●								●			●	●	●				●	●	●	
ELD-SI.K-3.Narrate b				●				●	●	●		●	●	●					●	●					●	●	●		●	●	●	●						●		
ELD-SI.K-3.Narrate c																																								
ELD-SI.K-3.Narrate d			●	●	●	●			●	●					●	●					●							●										●		
ELD-SI.K-3.Narrate e																																								

ELD-SI.K-3.Narrate a: Share ideas about one's own and others' lived experiences and previous learning

ELD-SI.K-3.Narrate b: Connect stories with images and representations to add meaning

ELD-SI.K-3.Narrate c: Ask questions about what others have shared

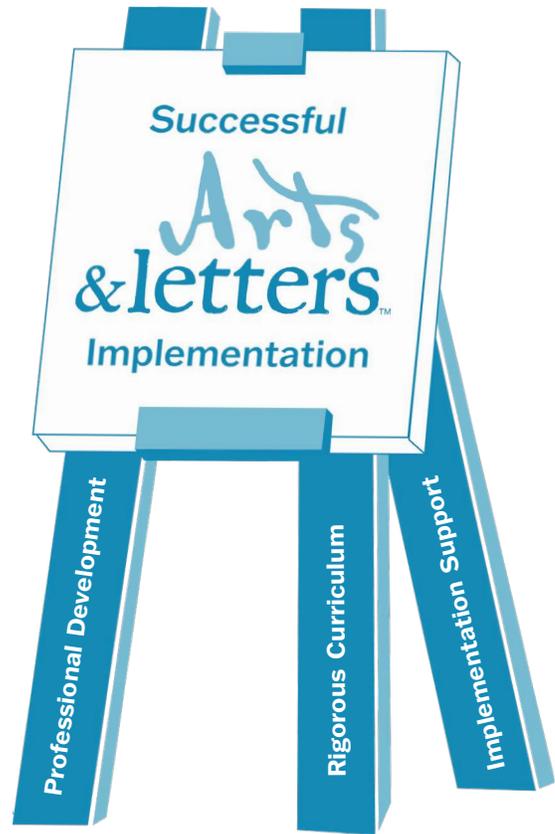


Professional Learning

With *Arts & Letters*, educators expand their content knowledge and practice new approaches. Professional learning helps teachers optimize implementation. Great Minds® is the exclusive provider of *Arts & Letters* professional learning and is certified by Rivet as a provider of high-quality professional learning.

We provide on-site, virtual, and on-demand offerings for teachers, coaches, and leaders to empower all educators at every stage of the implementation journey.

- Foundational learning opportunities ensure **STRONG INITIAL IMPLEMENTATION SUCCESS.**
- Flexible, varied options and resources for continued learning support **ONGOING GROWTH.**
- Options for **ON-SITE COACHING** provide opportunities for educators to refine practices and skills.



Implementation support resources help teachers at every stage to deeply understand the learning in each module. We offer flexible options for independent and guided study.

Implementation Guide

The Implementation Guide explains curriculum components and design and offers guidance for teachers, coaches, and leaders.

Preparation Protocols

The Preparation Protocols detail repeatable steps for module and lesson preparation.

Great Minds Video Library

The Great Minds Video Library provides brief on-demand videos with essential information about materials, classroom setup, module topics, lesson delivery, and more.

Key Terms in Arts & Letters

Achievement Descriptors: Statements that synthesize college- and career-readiness and state literacy standards, detailing what students should know or be able to do after each lesson or module.

Assessment Guide: A teacher resource for each formal assessment; it includes assessment context, scoring guidance, item analysis, and support for responding to students' performance.

Content Stages: The repeatable, five-step framework that supports close reading and deep exploration of a complex text.

End-of-Module (EOM) Task: A culminating module assessment that requires students to engage in the full writing process (including, when relevant, research) to demonstrate their knowledge and skills.

Essential Question: A thought-provoking, transferable question that guides students' thinking, reading, writing, and discussion throughout a module.

digital platform: Software and technology that allow for multimedia access to *Arts & Letters* instructional materials.

Learn book: The *Arts & Letters* student workbook. The *Learn* book is available in both print and digital formats.

learning tasks: Informal checks of students' learning progress aligned to the lesson's specific learning goals. Learning tasks are included in each lesson.

Listening Comprehension Assessments: Assessments of students' comprehension of topically related trade books or passages, read aloud by a teacher or played in a digital experience. Students demonstrate their knowledge of the module topic and vocabulary, as well as their abilities to reason and comprehend a text of grade-level complexity.

module: A topic-based unit of study. *Arts & Letters* has four modules per grade level.

Module Overview: A summary of the key elements of a module.

Module Plan: A scope and sequence of module texts and assessments.

module tasks: Writing or speaking assessments in which students express their knowledge and skills gained from the previous arc(s) of instruction and focus on module texts.

Reading Comprehension Assessments: Assessments of students' independent reading comprehension of topically related, grade-level complex texts. Students begin the assessment with a one-minute fluent reading of an excerpt of the text, then demonstrate their module knowledge and vocabulary and ability to reason and respond to the text.

Speaking and Listening Goal Tracker: A tool for each module that lists all the speaking and listening goals of the module and supports the teacher in monitoring students' progress throughout the module. Additionally, each grade level of *Arts & Letters* includes two formal speaking-focused presentations per year, as part of module tasks or the EOM Task.

Teach book: The *Arts & Letters* teacher's edition, available in print and digital formats.

volume of reading: The reading students do independently. Research shows a correlation between the volume of high-quality texts students read and their development of reading skills and proficiency.

text set: A topic-based group of carefully curated literary and informational print, digital, multimedia, and visual works. Each *Arts & Letters* module centers on a knowledge-building text set.

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The art featured on the cover is *Bathers at Asnières* by Georges Seurat which can be found in Level 2 Module 1, Lessons 2 through 6.

Visit greatminds.org for a more in-depth view of *Arts & Letters*.