





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

**Standard 1. Oral Expression and Listening****Grade Level Expectation 1. Communicate using verbal and nonverbal language.**

Colorado Standards	Aligned Components of <i>Arts &amp; Letters</i>
<b>RW.K.1.1.a</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS: SL.K.1)*	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, 37  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  Kindergarten, Module 3, Lessons 2, 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  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
<b>RW.K.1.1.a.i</b> Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)	Kindergarten, Module 1, Lessons 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 19, 20, 21, 26, 27, 28, 29, 31, 32, 33, 36, 37  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  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  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
<b>RW.K.1.1.a.ii</b> Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)	Kindergarten, Module 3, Lessons 5, 27, 32, 36

<p><b>RW.K.1.1.b</b></p> <p>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. (CCSS: SL.K.2) *</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>RW.K.1.1.c</b></p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3) *</p>	<p>Kindergarten, Module 4, Lessons 19, 20, 21, 22, 25, 31, 36</p>
<p><b>RW.K.1.1.d</b></p> <p>Listen with comprehension to follow two-step directions. *</p>	<p>Kindergarten, Module 1, Lessons 2, 3, 4, 5, 16</p> <p>Kindergarten, Module 2, Lessons 2, 3, 4, 6, 11, 13, 23, 27, 29, 32, 36</p> <p>Kindergarten, Module 3, Lessons 3, 4, 5, 6, 8, 9, 10, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33</p> <p>Kindergarten, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 32, 38, 39</p>
<p><b>RW.K.1.1.e</b></p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS: L.K.6) *</p>	<p>Kindergarten, Module 1, Lessons 3, 4, 5, 6, 10, 11, 13, 14, 15, 16, 18, 19, 20, 21, 25, 26, 27, 28, 31, 32, 33, 36, 38</p> <p>Kindergarten, Module 3, Lessons 4, 5, 6, 8, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 4, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39</p>

## Standard 1. Oral Expression and Listening

Grade Level Expectation 2. Develop oral communication skills through a language-rich environment.

Colorado Standards	Aligned Components of Arts & Letters
<b>RW.K.1.2.a</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)	Kindergarten, Module 1, Lessons 5, 10, 15, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36 Kindergarten, Module 2, Lessons 5, 10, 13, 15, 21, 22, 24, 26, 27, 28, 29, 32, 36, 37, 38 Kindergarten, Module 3, Lessons 5, 11, 17, 18, 19, 21, 23, 26, 27, 28, 32, 33, 36, 38 Kindergarten, Module 4, Lessons 5, 9, 10, 11, 12, 17, 18, 19, 21, 25, 26, 27, 30, 31, 32, 36, 37, 39
<b>RW.K.1.2.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)	Kindergarten, Module 3, Lessons 24, 25, 26, 27, 28 Kindergarten, Module 4, Lessons 18, 19, 37, 38, 39
<b>RW.K.1.2.c</b> Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6)	Kindergarten, Module 1, Lessons 5, 10, 15, 20, 27, 32, 36 Kindergarten, Module 2, Lessons 5, 10, 15, 22, 27, 32, 36 Kindergarten, Module 3, Lessons 5, 17, 27, 28, 32, 36 Kindergarten, Module 4, Lessons 5, 11, 19, 21, 25, 31, 36, 39
<b>RW.K.1.2.d</b> Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)	Kindergarten, Module 2, Lessons 12, 26, 37 Kindergarten, Module 3, Lessons 8, 11, 16 Kindergarten, Module 4, Lessons 7, 13, 27
<b>RW.K.1.2.e</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)	Kindergarten, Module 1, Lessons 25, 26 Kindergarten, Module 2, Lessons 4, 13 Kindergarten, Module 3, Lessons 3, 4, 8, 10 Kindergarten, Module 4, Lessons 5, 19

<b>RW.K.1.2.f</b> Identify real-life connections between words and their use (for example: note places at school that are colorful). (CCSS: L.K.5c)	Kindergarten, Module 1, Lessons 10, 19, 31 Kindergarten, Module 2, Lesson 26 Kindergarten, Module 3, Lesson 7 Kindergarten, Module 4, Lessons 10, 11, 19
<b>RW.K.1.2.g</b> Distinguish shades of meaning among verbs describing the same general action (for example: walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d)	Kindergarten, Module 2, Lessons 4, 30, 38 Kindergarten, Module 3, Lesson 8
<b>RW.K.1.2.h</b> Use new vocabulary that is directly taught through reading, speaking, and listening. *	Kindergarten, Module 1, Lessons 4, 10, 12, 13, 14, 15, 16, 18, 19, 20, 25, 26, 27, 31, 32, 33, 36 Kindergarten, Module 2, Lessons 4, 5, 8, 9, 10, 13, 14, 15, 16, 20, 22, 23, 26, 31, 32 Kindergarten, Module 3, Lessons 4, 10, 17, 18, 19, 25, 28, 31 Kindergarten, Module 4, Lessons 3, 7, 8, 11, 12, 17, 18, 19, 20, 24, 25, 32
<b>RW.K.1.2.i</b> Relate new vocabulary to prior knowledge. *	Kindergarten, Module 1, Lessons 6, 7, 10, 31, 32, 36 Kindergarten, Module 2, Lessons 10, 21, 23 Kindergarten, Module 3, Lessons 24, 26, 36 Kindergarten, Module 4, Lessons 4, 8, 12, 19, 25, 30, 35

## Standard 2. Reading for All Purposes

Grade Level Expectation 1. Develop and apply the concepts of print and comprehension of literary texts.

Colorado Standards	Aligned Components of <i>Arts &amp; Letters</i>
<b>RW.K.2.1.a</b> Use Key Ideas and Details to:	

<p><b>RW.K.2.1.a.i</b></p> <p>With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1) *</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</p> <p>Kindergarten, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p> <p>Kindergarten, Module 3, Lessons 2, 3, 4, 5, 6, 10, 14, 15, 16, 17, 18, 24, 25, 26, 27, 36</p> <p>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>RW.K.2.1.a.ii</b></p> <p>With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2)</p>	<p>Kindergarten, Module 2, Lessons 25, 30</p> <p>Kindergarten, Module 3, Lessons 3, 15, 17, 25</p> <p>Kindergarten, Module 4, Lessons 9, 17, 23, 29</p>
<p><b>RW.K.2.1.a.iii</b></p> <p>With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3) *</p>	<p>Kindergarten, Module 1, Lessons 3, 4, 5, 12, 13, 14, 15, 16, 18, 19, 20, 25, 26, 27, 28</p> <p>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</p> <p>Kindergarten, Module 3, Lessons 3, 4, 5, 6, 15, 17, 18, 25, 26, 27</p> <p>Kindergarten, Module 4, Lessons 9, 11, 13, 17, 18, 19, 21, 23, 27, 29, 33</p>
<p><b>RW.K.2.1.b</b></p> <p>Use Craft and Structure to:</p>	
<p><b>RW.K.2.1.b.i</b></p> <p>Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)</p>	<p>Kindergarten, Module 1, Lessons 3, 4, 25, 26</p> <p>Kindergarten, Module 2, Lessons 4, 8, 10, 14, 20, 32</p> <p>Kindergarten, Module 3, Lessons 16, 26</p> <p>Kindergarten, Module 4, Lessons 8, 10, 12, 18, 22, 29, 30</p>
<p><b>RW.K.2.1.b.ii</b></p> <p>Recognize common types of texts (for example: storybooks, poems). (CCSS: RL.K.5)*</p>	<p>Kindergarten, Module 2, Lessons 3, 21, 24, 25, 30</p> <p>Kindergarten, Module 3, Lessons 8, 15, 25, 26, 30</p> <p>Kindergarten, Module 4, Lessons 4, 7, 12, 17, 23, 29</p>

<p><b>RW.K.2.1.b.iii</b></p> <p>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCSS: RL.K.6)</p>	<p>Kindergarten, Module 2, Lessons 3, 9, 29</p> <p>Kindergarten, Module 3, Lesson 24</p> <p>Kindergarten, Module 4, Lesson 23</p>
<p><b>RW.K.2.1.c</b></p> <p>Use Integration of Knowledge and Ideas to:</p>	
<p><b>RW.K.2.1.c.i</b></p> <p>With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). (CCSS: RL.K.7)</p>	<p>Kindergarten, Module 1, Lessons 4, 12, 13, 14, 15, 18, 19, 20, 24, 25, 26, 27, 36</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>RW.K.2.1.c.ii</b></p> <p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9)</p>	<p>Kindergarten, Module 1, Lessons 25</p> <p>Kindergarten, Module 2, Lessons 13, 23, 27, 32, 36</p> <p>Kindergarten, Module 4, Lesson 19</p>
<p><b>RW.K.2.1.d</b></p> <p>Use Range of Reading and Level of Text Complexity to:</p>	
<p><b>RW.K.2.1.d.i</b></p> <p>Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)</p>	<p>Kindergarten, Module 1, Lessons 2, 3, 4, 5, 12, 13, 14, 15, 16, 35, 36</p> <p>Kindergarten, Module 2, Lessons 2, 3, 4, 5, 6, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37</p> <p>Kindergarten, Module 3, Lessons 2, 3, 4, 5, 6, 10, 36</p> <p>Kindergarten, Module 4, Lessons 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 36</p>

## Standard 2. Reading for All Purposes

Grade Level Expectation 2. Develop and apply the concepts of print and comprehension of informational texts.

Colorado Standards	Aligned Components of Arts & Letters
<b>RW.K.2.2.a</b> Use Key Ideas and Details to:	
<b>RW.K.2.2.a.i</b> With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1) *	Kindergarten, Module 1, Lessons 7, 8, 9, 10, 11, 16, 23, 29, 30, 31, 32, 33, 36 Kindergarten, Module 2, Lessons 11, 23 Kindergarten, Module 3, Lessons 6, 7, 8, 9, 10, 11, 15, 16, 19, 20, 21, 22, 28, 29, 30, 31, 32, 33, 36 Kindergarten, Module 4, Lessons 2, 3, 4, 5, 6, 7, 12, 13, 20, 21, 24, 25, 26, 27, 29, 31, 32, 33, 35, 36
<b>RW.K.2.2.a.ii</b> With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)	Kindergarten, Module 1, Lessons 8, 10, 11, 30 Kindergarten, Module 3, Lessons 9, 20, 21, 30 Kindergarten, Module 4, Lessons 3, 6
<b>RW.K.2.2.a.iii</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)	Kindergarten, Module 1, Lessons 9, 10, 29, 30, 31, 32, 33 Kindergarten, Module 3, Lessons 6, 8, 10, 20, 21, 22, 31, 32, 36 Kindergarten, Module 4, Lessons 7, 12, 24, 25, 26, 29, 31, 32
<b>RW.K.2.2.b</b> Use Craft and Structure to:	
<b>RW.K.2.2.b.i</b> With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)	Kindergarten, Module 1, Lesson 10 Kindergarten, Module 3, Lessons 8, 10, 22, 32 Kindergarten, Module 4, Lessons 4, 12, 24, 32

<p><b>RW.K.2.2.b.ii</b></p> <p>Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5) *</p>	<p>Kindergarten, Module 1, Lesson 7</p> <p>Kindergarten, Module 3, Lessons 7, 19, 31</p> <p>Kindergarten, Module 4, Lessons 2, 3</p>
<p><b>RW.K.2.2.b.iii</b></p> <p>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS: RI.K.6)</p>	<p>Kindergarten, Module 3, Lessons 10, 22, 31</p>
<p><b>RW.K.2.2.c</b></p> <p>Use Integration of Knowledge and Ideas to:</p>	
<p><b>RW.K.2.2.c.i</b></p> <p>With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts). (CCSS: RI.K.7)</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>RW.K.2.2.c.ii</b></p> <p>With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)</p>	<p>Kindergarten, Module 1, Lesson 32</p> <p>Kindergarten, Module 3, Lesson 32</p> <p>Kindergarten, Module 4, Lessons 25, 31</p>
<p><b>RW.K.2.2.c.iii</b></p> <p>With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.K.9)</p>	<p>Kindergarten, Module 1, Lesson 33</p> <p>Kindergarten, Module 3, Lessons 6, 19</p> <p>Kindergarten, Module 4, Lessons 7, 26</p>
<p><b>RW.K.2.2.d</b></p> <p>Use Range of Reading and Level of Text Complexity to:</p>	

<p><b>RW.K.2.2.d.i</b></p> <p>Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)</p>	<p>Kindergarten, Module 1, Lessons 7, 8, 9, 10, 11, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Kindergarten, Module 2, Lessons 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 23, 36, 37</p> <p>Kindergarten, Module 3, Lessons 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p> <p>Kindergarten, Module 4, Lessons 2, 3, 4, 5, 6, 7, 12, 13, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>
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## Standard 2. Reading for All Purposes

Grade Level Expectation 3. Develop basic reading skills through the use of foundational skills.

Colorado Standards	Aligned Components of <i>Arts &amp; Letters</i>
<b>RW.K.2.3.a</b> Demonstrate understanding of the organization and basic features of print.	<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 level 2. Geodes®, our accessible and information-rich books for emerging and developing readers, allow students additional opportunities to apply their growing decoding skills while building knowledge on topics that align with <i>Arts &amp; Letters</i> modules.
<b>RW.K.2.3.a.i</b> Follow words from left to right, top to bottom, and page by page.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>RW.K.2.3.a.ii</b> Recognize that spoken words are represented in written language by specific sequences of letters.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>RW.K.2.3.a.iii</b> Understand that words are separated by spaces in print (concept of word).	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>RW.K.2.3.a.iv</b> Recognize and name all upper- and lowercase letters of the alphabet.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>RW.K.2.3.b</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>RW.K.2.3.b.i</b> Recognize and produce rhyming words.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.

<b>RW.K.2.3.b.ii</b> Count, pronounce, blend, and segment syllables in spoken words.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>RW.K.2.3.b.iii</b> Blend and segment the onset and rime of single-syllable spoken words.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>RW.K.2.3.b.iv</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>RW.K.2.3.b.v</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>RW.K.2.3.b.vi</b> Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>RW.K.2.3.b.vii</b> Identify phonemes for letters.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>RW.K.2.3.c</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>RW.K.2.3.c.i</b> Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.

<p><b>RW.K.2.3.c.ii</b></p> <p>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>RW.K.2.3.c.iii</b></p> <p>Read common high-frequency words by sight (for example: the, of, to, you, she, my, is, are, do, does).</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>RW.K.2.3.c.iv</b></p> <p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>RW.K.2.3.d</b></p> <p>Read emergent-reader texts with purpose and understanding.</p>	<p><i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p><b>RW.K.2.3.e</b></p> <p>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, 16, 25, 32, 36</p> <p>Kindergarten, Module 4, Lessons 4, 8, 11, 12, 17, 18, 19, 22, 24, 25, 29, 30</p>
<p><b>RW.K.2.3.e.i</b></p> <p>Identify new meanings for familiar words and apply them accurately (for example: knowing duck is a bird and learning the verb to duck).</p>	<p>Kindergarten, Module 2, Lesson 8</p> <p>Kindergarten, Module 3, Lessons 22</p> <p>Kindergarten, Module 4, Lessons 30</p>
<p><b>RW.K.2.3.e.ii</b></p> <p>Use the most frequently occurring inflections and affixes (for example: -ed, -s, re-, un-, pre-, -ful, -less) 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>

<b>RW.K.2.3.f</b> Identify and manipulate sounds.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>RW.K.2.3.f.i</b> Identify and produce groups of words that begin with the same sound (alliteration).	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.
<b>RW.K.2.3.f.ii</b> Identify the initial, medial, and final phoneme (speech sound) of spoken words.	<i>Arts &amp; Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.

## Standard 3. Writing and Composition

Grade Level Expectation 1. Write opinions using labels, dictation, and drawing.

Colorado Standards	Aligned Components of <i>Arts &amp; Letters</i>
<b>RW.K.3.1.a</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (for example: My favorite book is...). (CCSS: W.K.1)	Kindergarten, Module 4, Lessons 8, 9, 10, 11, 12, 13, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33
<b>RW.K.3.1.b</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)	Kindergarten, Module 2, Lessons 16, 25, 30, 31, 38 Kindergarten, Module 3, Lessons 11, 18, 23, 33, 38 Kindergarten, Module 4, Lessons 13, 20, 27, 31, 33, 38
<b>RW.K.3.1.c</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)	Kindergarten, Module 3, Lesson 25 Kindergarten, Module 4, Lessons 19, 20, 38

## Standard 3. Writing and Composition

Grade Level Expectation 2. Write informative/explanatory texts on a topic using labels, dictation, and drawing.

Colorado Standards	Aligned Components of Arts & Letters
<b>RW.K.3.2.a</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2)	Kindergarten, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38 Kindergarten, Module 3, Lessons 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 29, 30, 31, 32, 33, 36, 37, 38
<b>RW.K.3.2.b</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)	Kindergarten, Module 2, Lessons 16, 25, 30, 31, 38 Kindergarten, Module 3, Lessons 11, 18, 23, 33, 38 Kindergarten, Module 4, Lessons 13, 20, 27, 31, 33, 38
<b>RW.K.3.2.c</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)	Kindergarten, Module 3, Lesson 25 Kindergarten, Module 4, Lessons 19, 20, 38

## Standard 3. Writing and Composition

Grade Level Expectation 3. Write real or imagined narratives using labels, dictation, and drawing.

Colorado Standards	Aligned Components of Arts & Letters
<b>RW.K.3.3.a</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS: W.K.3)	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
<b>RW.K.3.3.b</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)	Kindergarten, Module 2, Lessons 16, 25, 30, 31, 38 Kindergarten, Module 3, Lessons 11, 18, 23, 33, 38 Kindergarten, Module 4, Lessons 13, 20, 27, 31, 33, 38

<b>RW.K.3.3.c</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)	Kindergarten, Module 3, Lesson 25 Kindergarten, Module 4, Lessons 19, 20, 38
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### Standard 3. Writing and Composition

Grade Level Expectation 4. Use appropriate mechanics and conventions when creating simple texts.

Colorado Standards	Aligned Components of <i>Arts &amp; Letters</i>
<b>RW.K.3.4.a</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.K.1)	Kindergarten, Module 1, Lessons 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 37, 38 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 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 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, 39
<b>RW.K.3.4.a.i</b> Print many upper- and lowercase letters. CCSS: L.K.1a)	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 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 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
<b>RW.K.3.4.a.ii</b> Use frequently occurring nouns and verbs. (CCSS: L.K.1b)	Kindergarten, Module 2, Lessons 12, 13, 14, 16 Kindergarten, Module 3, Lessons 7, 8, 16
<b>RW.K.3.4.a.iii</b> Form regular plural nouns orally by adding /s/ or /es/ (for example: dog, dogs; wish, wishes). (CCSS: L.K.1c)	Kindergarten, Module 2, Lessons 6, 8, 16

<p><b>RW.K.3.4.a.iv</b></p> <p>Understand and use question words (interrogatives) (for example: who, what, where, when, why, how). (CCSS: L.K.1d)</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>RW.K.3.4.a.v</b></p> <p>Use the most frequently occurring prepositions (for example: to, from, in, out, on, off, for, of, by, with). (CCSS: L.K.1e)</p>	<p>Kindergarten, Module 3, Lessons 11, 18</p>
<p><b>RW.K.3.4.a.vi</b></p> <p>Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)</p>	<p>Kindergarten, Module 2, Lessons 5, 10, 12, 14, 15, 20, 22, 23, 24, 26, 27, 28, 29, 32, 36, 37</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>
<p><b>RW.K.3.4.b</b></p> <p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)</p>	<p>Kindergarten, Module 1, Lessons 13, 14, 15, 17, 18, 20, 24, 25, 27, 29, 30, 32, 37, 38</p> <p>Kindergarten, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 3, Lessons 2, 4, 5, 6, 7, 9, 10, 11, 14, 18, 19, 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>RW.K.3.4.b.i</b></p> <p>Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)</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><b>RW.K.3.4.b.ii</b></p> <p>Recognize and name end punctuation. (CCSS: L.K.2b)</p>	<p>Kindergarten, Module 2, Lessons 12, 16, 19, 24, 25, 28, 29, 31, 37, 38</p> <p>Kindergarten, Module 3, Lessons 2, 7, 11, 14, 18, 19, 21, 23, 29, 32, 33, 36, 38</p> <p>Kindergarten, Module 4, Lessons 2, 8, 16, 22, 27, 28, 30, 32, 33</p>

<p><b>RW.K.3.4.b.iii</b></p> <p>Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)</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>RW.K.3.4.b.iv</b></p> <p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)</p>	<p>Kindergarten, Module 3, Lessons 11, 14, 18, 19, 21, 23, 26, 29, 32, 33, 36, 38</p> <p>Kindergarten, Module 4, Lessons 12, 13, 19, 20, 27, 32, 33, 38</p>

## Standard 4. Research Inquiry and Design

Grade Level Expectation 1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.

Colorado Standards	Aligned Components of <i>Arts &amp; Letters</i>
<p><b>RW.K.4.1.a</b></p> <p>Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them). (CCSS: W.K.7)</p>	<p>Kindergarten, Module 1, Lessons 6, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 2, Lessons 6, 11, 16, 23, 28, 33, 36</p> <p>Kindergarten, Module 3, Lessons 6, 10, 11, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 27, 28, 30, 31, 32, 33, 36, 37, 38</p> <p>Kindergarten, Module 4, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 36, 37, 38, 39</p>
<p><b>RW.K.4.1.b</b></p> <p>Identify a clear purpose for research or inquiry (for example: If the class is learning about trees, is my need to know more about pets related?).</p>	<p>Kindergarten, Module 1, Lessons 13, 18, 25, 30, 36, 37</p> <p>Kindergarten, Module 3, Lessons 10, 11, 14, 15, 16, 18, 19, 20, 22, 23, 29, 30, 31, 36</p> <p>Kindergarten, Module 4, Lessons 8, 10, 11, 17, 18, 19, 23, 24, 26, 28, 29, 30, 32, 33, 36, 37, 38</p>

<p><b>RW.K.4.1.c</b></p> <p>Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about research.</p>	<p>Kindergarten, Module 3, Lessons 11, 18, 30, 31, 32, 37</p> <p>Kindergarten, Module 4, Lessons 8, 24, 28, 29, 37</p>
<p><b>RW.K.4.1.d</b></p> <p>Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking.</p>	<p>Kindergarten, Module 3, Lessons 8, 24, 28, 33</p> <p>Kindergarten, Module 4, Lessons 19, 31</p>
<p><b>RW.K.4.1.e</b></p> <p>Use a variety of resources to answer questions of interest through guided inquiry (for example: texts read aloud or viewed, direct observation).</p>	<p>Kindergarten, Module 1, Lesson 6</p> <p>Kindergarten, Module 3, Lessons 6, 11, 18, 23, 28, 30, 31, 33, 36, 37</p> <p>Kindergarten, Module 4, Lessons 6, 7, 8, 12, 13, 20, 21, 24, 27, 28, 29, 32, 33, 37</p>
<p><b>RW.K.4.1.f</b></p> <p>Gather relevant information and check various information sources for accuracy (for example: In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).</p>	<p>Kindergarten, Module 1, Lesson 6</p> <p>Kindergarten, Module 3, Lessons 5, 11, 15, 16, 17, 27, 30, 31</p> <p>Kindergarten, Module 4, Lessons 19, 24, 25, 28, 29, 31, 36, 37</p>
<p><b>RW.K.4.1.g</b></p> <p>With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question. (CCSS: W.K.8)</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>