

***Arts & Letters: Language Arts* Publisher Response to The Reading League Curriculum Review**

Great Minds® appreciates the opportunity to engage with The Reading League’s review of *Arts & Letters™: Language Arts*. We share The Reading League’s commitment to advancing evidence-aligned literacy instruction and value the time, expertise, and care invested in this review process.

Arts & Letters: Language Arts is designed to provide students with a rich, knowledge-building English language arts experience grounded in complex texts, purposeful reading, writing, discussion, vocabulary development, and inquiry. Across grades K–8, students engage deeply with literature, informational texts, and visual art as they build knowledge about compelling topics in social studies, science, the arts, and other domains while developing the literacy skills necessary for long-term success.

We are encouraged that reviewers identified numerous strengths within the program's design and instructional approach, including its knowledge-building model, integrated literacy instruction, and support for multilingual learners, and recognized strong alignment with evidence-aligned literacy instruction.

The following sections provide additional context regarding selected review findings and highlight instructional routines, curriculum resources, and implementation supports that further illustrate the design and intent of *Arts & Letters: Language Arts*.

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Key Strengths Highlighted by the Review

The Reading League's review identified substantial evidence of alignment between *Arts & Letters: Language Arts* and research-informed literacy practices. Across the curriculum, reviewers recognized several notable strengths of the program's design and instructional approach, including its knowledge-building model, integrated literacy instruction, rich text sets, and support for multilingual learners.

Highlights from the review include:

Knowledge Building Through Rich Topics and Texts

- *Arts & Letters: Language Arts* is organized around knowledge-building modules that engage students with topics from social studies, science, and the arts.
- Students develop literacy skills through sustained engagement with complex texts and meaningful content rather than isolated skill instruction.
- Topical modules, essential questions, knowledge threads, and consistent instructional routines support coherence across learning experiences and help students build understanding over time.
- Module topics and curated text sets foster the development of background knowledge, vocabulary, and reading comprehension.

Integration of Reading, Writing, and Speaking and Listening

- *Arts & Letters: Language Arts* connects reading, writing, discussion, vocabulary, and inquiry within coherent instructional experiences.
- Students regularly write and speak about what they read, helping them deepen understanding and communicate their thinking using evidence from texts.
- Students engage in planning, oral rehearsal, drafting, revision, and presentation as part of writing experiences connected to module texts and knowledge-building topics.
- Instruction promotes literacy development through authentic application across multiple domains.

Strong Support for Knowledge and Academic Language Development

- Vocabulary instruction is embedded throughout texts, discussions, and writing experiences.
- Students encounter academic and domain-specific vocabulary in meaningful contexts and revisit concepts over the course of a module.
- The curriculum emphasizes the reciprocal relationship between knowledge building, vocabulary growth, and reading comprehension.

High-Quality Texts and Content

- The curriculum includes a diverse collection of literary, informational, visual, and multimedia texts selected to build knowledge and engage students in complex ideas.
- Texts are carefully curated to support both content learning and literacy development.
- Students regularly engage with grade-level complex texts and topics that promote critical thinking and discussion.

Support for Multilingual Learners and Diverse Student Needs

- *Arts & Letters: Language Arts* includes embedded scaffolds and supports designed to increase access to grade-level instruction.
- *Prologue for Language Development* provides additional support for multilingual learners and students who would benefit from targeted pre-teaching.
- Instructional resources help educators maintain rigorous expectations while providing appropriate support.

Robust Implementation Supports

- *Arts & Letters: Language Arts* provides educators with extensive instructional guidance, lesson resources, assessment tools, digital supports, and implementation materials.
- Consistent lesson structures and module organization support coherent instructional planning and delivery.
- Teachers have access to resources designed to support successful implementation and ongoing professional learning.

Overall, the review affirms that *Arts & Letters: Language Arts* is a knowledge-rich literacy curriculum that prioritizes meaningful engagement with complex texts, integrated literacy instruction, and research-informed practices that promote student learning and growth.

Overall Design and Delivery

Deliberate and Purposeful Practice

Reviewers found evidence of opportunities for students to apply and practice skills in listening comprehension, reading comprehension, vocabulary, and writing. They also observed that these opportunities may not always be explicitly identified within the curriculum materials.

Arts & Letters: Language Arts embeds practice within authentic literacy experiences rather than relying primarily on isolated skill exercises. Students repeatedly apply developing skills while reading complex texts, discussing ideas, writing about texts, participating in inquiry, and engaging with module assessments.

Examples of purposeful practice include:

- Repeated reading and fluency routines that build accuracy, expression, and comprehension.
- Recurring content stages that ask students to summarize, organize, discuss, synthesize, and distill ideas, helping them build strong reading habits and deepen comprehension over time.
- Knowledge-building discussions that require students to apply vocabulary and content knowledge.
- Structured writing tasks that progress from oral rehearsal and planning to drafting and extended composition.
- Module tasks that allow students to revisit and apply previously learned knowledge and skills in increasingly sophisticated ways.

Because these opportunities are distributed across lessons, texts, and modules, they may not always appear as standalone practice activities. However, they are structured to support long-term transfer and application.

Retrieval Practice

Reviewers identified evidence of cumulative opportunities for students to revisit and apply knowledge and skills across the curriculum.

Arts & Letters: Language Arts incorporates retrieval practice across instruction through:

- World Knowledge Charts and ELA Knowledge Charts that require students to regularly contribute to, revisit, and build upon previously learned content.
- Ongoing discussion routines that ask students to recall ideas from prior lessons and texts.

- Writing tasks that require students to retrieve and apply accumulated knowledge from across a module.
- Assessments that build upon content and skills developed throughout the instructional sequence.

These instructional routines and resources are designed to make cumulative and spaced practice visible to educators as students build and apply knowledge over time.

Reviewers also observed that cumulative opportunities for retrieval and review may not always be explicit. While retrieval opportunities are embedded throughout the curriculum, lesson planning tools, including Plan Future Practice notes, identify where students will revisit and apply previously taught knowledge and skills. We recognize that making these connections even more visible may further support implementation and instructional planning.

Usability

Reviewers noted that *Arts & Letters: Language Arts* includes a substantial collection of instructional resources and implementation materials.

The comprehensive design of *Arts & Letters: Language Arts* reflects a commitment to supporting educators with both core instructional resources and implementation guidance. To support usability, the program includes:

- Consistent lesson structures across grades and modules.
- Detailed module overviews, learning goals, and assessment guidance.
- Embedded teacher notes and instructional supports.
- Dedicated implementation resources, including the *Arts & Letters: Language Arts* Implementation Guide.
- Digital platform resources, including lesson slides, assessment guides, videos, and family supports.

These resources are intended to help educators successfully launch, implement, and refine instruction with *Arts & Letters: Language Arts* over time.

Vocabulary

2.11: Morphology Instruction

Reviewers found evidence of foundational morphology instruction in Grades K–2 but noted that a clearly identifiable scope and sequence was not readily apparent within the materials reviewed.

Arts & Letters: Language Arts introduces foundational morphological concepts in the early grades and expands students' understanding of morphology as they progress through the curriculum. Students encounter:

- Common inflectional endings.
- Frequently occurring prefixes and suffixes.
- Vocabulary study that draws attention to meaningful word parts.
- Opportunities to analyze how word meanings change through morphological structures.

Because morphology instruction is integrated within broader vocabulary and language instruction, its progression may not always appear as a standalone scope and sequence. Morphological concepts are introduced in the early grades and build over time as students engage with increasingly complex vocabulary and word analysis. The curriculum's intent is to build morphological awareness in ways that contribute to vocabulary growth, reading comprehension, and writing development.

Literacy Knowledge

2.35: Text Structures and Signal Words

Reviewers identified *Arts & Letters: Language Arts*' text analysis, text deconstruction, and exposure to a wide range of genres as notable strengths of the program. They also observed that the progression of instruction related to genre features and signal words across modules may not always be explicit.

Arts & Letters: Language Arts is designed to build students' literacy knowledge through sustained engagement with authentic literary and informational texts. Rather than teaching genre features and text structures as isolated skills, the curriculum situates instruction within meaningful reading, discussion, and writing experiences connected to knowledge-building module topics.

Students receive direct instruction in:

- Literary and informational genres
- Text structures and organizational patterns
- Signal words and language features associated with different genres and purposes
- Relationships among author purpose, structure, and meaning

Students are expected not only to identify genre features and text structures, but also to analyze how authors make purposeful choices to shape meaning, communicate ideas, and achieve specific effects for readers.

Students revisit and apply this learning over the course of the year through:

- Close reading and text analysis routines
- Discussion and deconstruction of mentor texts
- Graphic organizers and story maps that make genre features, organizational patterns, and signal words visible
- Comparison of texts within and across genres
- Writing tasks aligned to specific genres, purposes, and organizational structures

This approach allows students not only to identify genre features and signal words, but also to analyze how authors use those features to communicate ideas effectively. As students encounter increasingly complex texts across modules, they deepen their understanding of genre conventions, text structures, and author craft while simultaneously building content knowledge.

Because instruction occurs within the context of authentic texts and module study, literacy knowledge develops cumulatively over time through repeated exposure, analysis, discussion, and application. This integrated approach reflects the program's broader commitment to developing skilled readers who can recognize, interpret, and thoughtfully engage with a wide variety of texts.

Assessment

5.13: Assessment of Multilingual Learners

Reviewers noted that multilingual learners may require additional home-language assessment tools beyond those included in the program.

Arts & Letters: Language Arts provides substantial support for multilingual learners, including:

- Dedicated *Prologue for Language Development* resources designed to support multilingual learners and students requiring additional language support.
- Glossaries available in multiple languages.
- Spanish fluency resources.
- Embedded language development supports throughout instruction.
- Guidance for teachers on supporting multilingual learners within grade-level content.

As with many core literacy programs, districts may choose to supplement curriculum-based assessments with specialized assessment tools aligned to local policies, available languages, and student populations.

Closing

Great Minds appreciates The Reading League's thoughtful review and its ongoing efforts to support educators in making informed instructional decisions.

The Reading League's review affirms what educators who use *Arts & Letters: Language Arts* experience daily: a curriculum that is rich, rigorous, and grounded in evidence-aligned practice.

We remain committed to continuous improvement and to providing educators with high-quality, knowledge-building instructional materials based in research and informed by educator feedback and classroom experience. We value opportunities to learn from expert feedback and to continue refining *Arts & Letters: Language Arts* in service of teachers and students.

Thank you for the opportunity to provide additional context regarding *Arts & Letters: Language Arts* and its design, implementation supports, and instructional approach.