

Alabama Course of Study English Language Arts (2021)

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 5 foundational skills offering, *Arts & Letters™: Reading Foundations*.

Reading Foundations provides systematic, explicit instruction in the foundational reading skills students need to become proficient, confident readers. Grounded in the Science of Reading, lessons develop phonological and phonemic awareness, phonics, word recognition, and fluency in the early grades, advancing to morphology, advanced spelling, and reading multisyllabic words in grades 3–5. The program builds the decoding and word-analysis skills students rely on to read increasingly complex texts. The curriculum provides guidance for supporting all learners at key moments in the lessons.

Each grade in *Reading Foundations* contains 160 lessons, comprising a full year of instruction. *Reading Foundations* was intentionally designed to be implemented alongside *Arts & Letters: Language Arts*, the knowledge-building English language arts core. Together, the two programs form a comprehensive literacy block in which students learn foundational skills and immediately apply them to rich, knowledge-building texts—building both strong reading skills and deep knowledge. Through this strategic integration, students can successfully achieve the proficiencies of Alabama standards while benefiting from the coherent, research-based design of *Arts & Letters*. A detailed alignment analysis between Alabama standards and *Reading Foundations* follows.

Literacy Foundations

Concepts of Print

Alabama Standards	Aligned Components of <i>Reading Foundations</i>
LF.CP.5 Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).	Grade 1, Lesson 9
LF.CP.5.a Explain the roles of author(s) and illustrator(s).	Grade 1, Lesson 9. <i>Language Arts</i> addresses explaining the roles of authors and illustrators in grade 1.

Literacy Foundations

Fluency

Alabama Standards	Aligned Components of <i>Reading Foundations</i>
LF.FL.8 Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.	Grade 1, Lessons 22, 25, 35, 55, 72, and 102.
LF.FL.9 Read grade-appropriate texts with accuracy and fluency.	Grade 1, Lessons 1-2, 5-6, 8-9, 11-12, 14-15, 17, 21-22, 24-25, 27, 31-32, 34-35, 37, 41-42, 44-45, 47, 51-52, 54-55, 57, 61-62, 64-65, 67, 71-72, 74-75, 77, 81-82, 84-85, 87, 91-92, 94-95, 97, 101-102, 104-105, 107, 111-112, 114-115, 117, 121-122, 124-125, 127, 131-132, 134-135, 137, 141-142, 144-145, 147, 151-152, 154-155, 157

LF.FL.9.a Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.	Grade 1, Lessons 1-2, 5-6, 8-9, 11-12, 14-15, 17, 21-22, 24-25, 27, 31-32, 34-35, 37, 41-42, 44-45, 47, 51-52, 54-55, 57, 61-62, 64-65, 67, 71-72, 74-75, 77, 81-82, 84-85, 87, 91-92, 94-95, 97, 101-102, 104-105, 107, 111-112, 114-115, 117, 121-122, 124-125, 127, 131-132, 134-135, 137, 141-142, 144-145, 147, 151-152, 154-155, 157
LF.FL.9.b Recognize and self-correct decoding and other errors in word recognition and reread for clarification.	Grade 1, Lessons 5, 6, 8, 9, 11, 12, 14, 15, 17, 21, 22, 24, 25, 27, 31, 32, 34, 35, 37, 41, 42, 44, 45, 47, 51, 52, 54, 55, 57, 61, 62, 64, 65, 67, 71, 72, 74, 75, 77, 81, 82, 84, 85, 87, 91, 92, 94, 95, 97, 101, 102, 104, 105, 107, 111, 112, 114, 115, 117, 121, 122, 124, 125, 127, 131, 132, 134, 135, 137, 141, 142, 144, 145, 147, 151, 152, 154, 155, 157
LF.FL.9.c Participate in poetry reading, noticing phrasing, rhythm, and rhyme.	Grade 1, Lessons 1, 2, 5, 6, 8, 9, 11, 12, 14, 15, 17, 21, 22, 24, 25, 27, 31, 32, 34, 35, 37, 41, 42, 44, 45, 47, 51, 52, 54, 55, 57, 61, 62, 64, 65, 67, 71, 72, 74, 75, 77, 81, 82, 84, 85, 87, 91, 92, 94, 95, 97, 101, 102, 104, 105, 107, 111, 112, 114, 115, 117, 121, 122, 124, 125, 127, 131, 132, 134, 135, 137, 141, 142, 144, 145, 147, 151, 152, 154, 155, 157 <i>Language Arts</i> addresses reading poetry in grade 1.
LF.FL.10 Read high-frequency words commonly found in grade-appropriate text.	Grade 1, Lessons 5–6, 8–9, 11–12, 14–15, 17, 21–22, 24–25, 27, 31–32, 34–35, 37, 41–42, 44–45, 47, 51–52, 54–55, 57, 61–62, 64–65, 67, 71–72, 74–75, 77, 81–82, 84–85, 87, 91–92, 94–95, 97, 101–102, 104–105, 107, 111–112, 114–115, 117, 121–122, 124–125, 127, 131–132, 134–135, 137, 141–142, 144–145, 147, 151–152, 154–155, 157.

Literacy Foundations

Phonological Awareness/Phonemic Awareness

Alabama Standards	Aligned Components of <i>Reading Foundations</i>
LF.PA.6 Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.	Grade 1, Lessons 1–6, 8, 9, 11, 12, 14, 15, 17, 19, 21, 22, 24, 25, 27, 31, 32, 34, 35, 37, 39, 41, 42, 44, 45, 47, 51, 52, 54, 55, 57, 59, 61, 62, 64, 65, 67, 71, 72, 74, 75, 77, 79–87, 90–97, 99–107, 111–115, 117, 119–122, 124–127, 129–137, 139–147, 149–157, 159

LF.PA.6.a Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address deleting syllables in spoken words. Grade 1 Lessons 103–122
LF.PA.6.b Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.	<i>Reading Foundations</i> addresses recognizing and producing rhyming words in Kindergarten; the program does not explicitly address distinguishing groups of rhyming from non-rhyming pairs. Kindergarten, Lessons 4, 5
LF.PA.6.c Produce alliterative words.	<i>Reading Foundations</i> does not address this standard.
LF.PA.6.d Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.	Grade 1, Lessons 27–28, 31–32, 34–35, 37–38, 41–42, 44–45, 47–48, 51–52, 54–55, 57–58, 61–62, 64–65, 67–68, 71–72, 74–75, 77–78, 81–82, 84–85, 87–88, 91–92, 94–95, 97–98, 101–102, 107–108, 111, 114–115, 117–118, 121–122, 124–125, 127–128, 131–132, 134–135, 137–138, 141–142, 144–145, 147–148
LF.PA.6.e Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word.	Grade 1, Lessons 27–28, 31–32, 34–35, 37–38, 41–42, 44–45, 47–48, 51–52, 54–55, 57–58, 61–62, 64–65, 67–68, 71–72, 74–75, 77–78, 81–82, 84–85, 87–88, 91–92, 94–95, 97–98, 101–102, 107–108, 111, 114–115, 117–118, 121–122, 124–125, 127–128, 131–132, 134–135, 137–138, 141–142, 144–145, 147–148
LF.PA.6.f Distinguish long from short vowel sounds in spoken, single-syllable words.	Grade 1, Lessons 19, 39, 59, 79, 99, 113, 119, 139, 159
LF.PA.6.g Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.	<i>Reading Foundations</i> does not address this standard.

LF.PA.6.h Identify the sound substitution in words with five to six phonemes.	Grade 1, Lessons 26, 29, 30, 40, 46, 49, 56, 66, 69, 76, 89, 96, 106, 109, 126, 129, 146, and 149.
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Literacy Foundations

Phonics

Alabama Standards	Aligned Components of <i>Reading Foundations</i>
LF.PH.7 Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.	Grade 1, Lessons 1–17, 19–29, 31–137, 139–159
LF.PH.7.a Produce the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and short sounds of the vowels.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address producing the most frequent sound(S) for x and q. Grade 1, Lessons 1–3, 5–9, 11–17, 19–29, 31–117, 120–124, 126, 127, 130–135, 137, 139–159
LF.PH.7.b Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address open syllable for single-syllable words. Grade 1, Lessons 26–28, 30–32, 33–35, 56–58
LF.PH.7.c Decode words with digraphs, trigraphs, and combinations, including digraphs ck, sh, th, ch, wh, ph, ng, trigraphs tch and dge, and combination qu.	Grade 1, Lessons 1–2, 6–9, 11–17, 19–29, 31–59, 61–107, 109–118, 120–128, 130–135, 137, 139–158 <i>Reading Foundations</i> addresses qu combination in Kindergarten. Kindergarten, Lessons 65–66

LF.PH.7.d Decode words with a after w read /ă/ and a before l read /â/.	Grade 1, Lessons 23–25 <i>Reading Foundations</i> addresses decoding words with a after w in grade 2. Grade 2, Lessons 96–98
LF.PH.7.e With prompting and support, decode words with the hard and soft sounds of c and g, in context and in isolation.	Grade 1 Lessons 60–62 <i>Reading Foundations</i> addresses hard and soft c/g in grade 2. Grade 2 Lessons 142–144
LF.PH.7.f Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /f’/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words.	Reading Foundation partially addresses this standard; the program does not explicitly address decoding words with vowel y in the medial position. Grade 1, Lessons 1–3, 5–9, 11–17, 19–29, 31–118, 120–124, 126–127, 130–135, 137, 139–159
LF.PH.7.g Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.	Grade 1, Lessons 93–95, 96–98, and 100–102.
LF.PH.7.h With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.	Grade 1, Lessons 76–88 and 123–142.
LF.PH.7.i With prompting and support, decode words that follow the -ild, -ost, -old, -olt, and -ind patterns.	<i>Reading Foundations</i> addresses this standard in grade 2. Grade 2 Lessons 106–112

LF.PH.7.j With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.	Grade 1, Lessons 103–122.
LF.PH.7.k With prompting and support, decode words with silent letter combinations.	Grade 1, Lessons 1–3, 5–9, 11–17, 19–29, 31–117, 120–124, 126, 127, 130–135, 137, 139–159 <i>Reading Foundations</i> addresses silent letters in grade 2. Grade 2 Lessons 112–115
LF.PH.7.l With prompting and support, decode words with common prefixes including un-, dis-, in-, re-, pre-, mis-, non-, and ex-.	<i>Reading Foundations</i> addresses this standard in grade 2 Grade 2 Lessons 99–101, 149–151
LF.PH.7.m With prompting and support, decode words with common suffixes, including words with dropped e and y-to-i changes for suffix addition.	Grade 1, Lessons 4–17, 20–27, 31, 32, 34, 35, 37, 42, 44–47, 50–55, 57, 60–67, 70–77, 80–87, 90–97, 100–105, 107, 110–112, 114, 115, 117, 120–127, 130–137, 140–142, 144–147, 150–157 <i>Reading Foundations</i> addresses Y-to-i rule in Grade 2. Grade 2 Lessons 42–44
LF.PH.7.n Decode contractions with am, is, has, and not.	<i>Reading Foundations</i> addresses contractions in Grade 3 Grade 3, Lessons 53–56
LF.PH.7.o Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.	Grade 1, Lessons 5–6, 8–9, 11–12, 14–15, 17, 21–22, 24–25, 27, 31–32, 34–35, 37, 41–42, 44–45, 47, 51–52, 54–55, 57, 61–62, 64–65, 67, 71–72, 74–75, 77, 81–82, 84–85, 87, 91–92, 94–95, 97, 101–102, 104–105, 107, 111–112, 114–115, 117, 121–122, 124–125, 127, 131–132, 134–135, 137, 141–142, 144–145, 147, 151–152, 154–155, 157.

Literacy Foundations**Writing**

Alabama Standards	Aligned Components of <i>Reading Foundations</i>
LF.WR.30 Write legibly, using proper pencil grip.	Grade 1, Lessons 3–5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 110, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137, 140, 141, 143, 144, 146, 147, 150, 151, 153, 154, 156, 157
LF.WR.30.a Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.	Grade 1, Lessons 3–5, 7–8, 10–11, 13–14, 16–17, 20–28, 30–58, 60–88, 90–108, 110–118, 120–158
LF.WR.30.b Print first and last names using proper letter formation, capitalization, and punctuation.	Grade 1, Lessons 3–5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 110, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137, 140, 141, 143, 144, 146, 147, 150, 151, 153, 154, 156, 157 <i>Reading Foundations</i> addresses printing a first name in Kindergarten; the program does not explicitly address printing last names, or using proper capitalization/punctuation for names Kindergarten, Lesson 3.
LF.WR.31 Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.	Grade 1, Lessons 1–17, 19–128, 130–137, 139–158

LF.WR.31.a Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables.	Grade 1, Lessons 4–5, 7–8, 10–11, 13–14, 16–17, 20–21, 23–24, 26–27, 30–31, 33–34, 36–37, 40–41, 43–44, 46–47, 50–51, 53–54, 56–57, 60–61, 63–64, 66–67, 70–71, 73–74, 76–77, 80–81, 83–84, 86–87, 90–91, 93–94, 96–97, 100–101, 103–104, 106–107, 110–111, 113–114, 116–117, 120–121, 123–124, 126–127, 130–131, 133–134, 136–137, 140–141, 143–144, 146–147, 150–151, 153–154, 156–157
LF.WR.31.b Encode consonant-vowel (CV) words using knowledge of open syllable patterns.	Grade 1, Lessons 4–5, 7–8, 10–11, 13–14, 16–17, 20–21, 23–24, 26–27, 30–31, 33–34, 36–37, 40–41, 43–44, 46–47, 50–51, 53–54, 56–57, 60–61, 63–64, 66–67, 70–71, 73–74, 76–77, 80–81, 83–84, 86–87, 90–91, 93–94, 96–97, 100–101, 103–104, 106–107, 110–111, 113–114, 116–117, 120–121, 123–124, 126–127, 130–131, 133–134, 136–137, 140–141, 143–144, 146–147, 150–151, 153–154, 156–157
LF.WR.31.c Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.	Grade 1, Lessons 4, 5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 110, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137, 140, 141, 143, 144, 146, 147, 150, 151, 153, 154, 156, 157
LF.WR.31.d Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.	Grade 1, Lessons 1, 2, 6–9, 11–17, 19–29, 31–59, 61–107, 109–118, 120–128, 130–135, 137, 139–158
LF.WR.31.e Encode words with vowel-consonant-e syllable patterns.	Grade 1, Lessons 9, 12, 15, 17, 21–27, 31, 32, 34, 35, 42–44, 51, 52, 54–58, 60–69, 71, 74–97, 99–111, 113–117, 119–124, 126, 127, 130–135, 137, 139–148, 150–152, 154–157
LF.WR.31.f With prompting and support, encode words with the common vowel teams and diphthongs.	Grade 1, Lessons 76–88, 123–142.
LF.WR.31.g With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.	Grade 1, Lessons 93–95, 96–98, 100–102.

LF.WR.31.h With prompting and support, encode words with final /ch/ sound spelled -ch and -tch.	Grade 1, Lessons 3–5, 7–8, 10–11, 13–14, 16–17, 20–21, 23–24, 26–27, 30–31, 33–34, 36–37, 40–41, 43–44, 46–48, 50–51, 53–54, 56–57, 60–61, 63–64, 66–67, 70–71, 73–74, 76–77, 80–81, 83–84, 86–87, 90–91, 93–94, 96–97, 100–101, 103–104, 106–107, 110–111, 113–114, 116–117, 120–121, 123–124, 126–127, 130–131, 133–134, 136–137, 140–141, 143–144, 146–147, 150–151, 153–154, 156–157
LF.WR.31.i With prompting and support, encode words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound.	Grade 1, Lessons 4–5, 7–8, 10–11, 13–14, 16–17, 20–24, 26–27, 30–31, 33–34, 36–37, 40–41, 43–44, 46–47, 50–51, 53–54, 56–57, 60–61, 63–64, 66–67, 70–71, 73–74, 76–77, 80–81, 83–84, 86–87, 90–91, 93–94, 96–97, 100–101, 103–104, 106–107, 110–111, 113–114, 116–117, 120–121, 123–124, 126–127, 130–131, 133–134, 136–137, 140–141, 143–144, 146–147, 150–151, 153–154, 156–157
LF.WR.31.j Encode words with final /v/ sound, using knowledge that no English word ends with a v.	<i>Reading Foundations</i> does not address this standard. Grade 1, Lessons 4, 5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 110, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137, 140, 141, 143, 144, 146, 147, 150, 151, 153, 154, 156, 157
LF.WR.31.k Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.	Grade 1, Lessons 5–6, 8–9, 11–12, 14–15, 17, 21–22, 24–25, 27, 31–32, 34–35, 37, 41–42, 44–45, 47, 51–52, 54–55, 57, 61–62, 64–65, 67, 71–72, 74–75, 77, 81–82, 84–85, 87, 91–92, 94–95, 97, 101–102, 104–105, 107, 111–112, 114–115, 117, 121–122, 124–125, 127, 131–132, 134–135, 137, 141–142, 144–145, 147, 151–152, 154–155, 157.
LF.WR.31.l Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern.	Grade 1, Lessons 5–6, 8–9, 11–12, 14–15, 17, 21–22, 24–25, 27, 31–32, 34–35, 37, 41–42, 44–45, 47, 51–52, 54–55, 57, 61–62, 64–65, 67, 71–72, 74–75, 77, 81–82, 84–85, 87, 91–92, 94–95, 97, 101–102, 104–105, 107, 111–112, 114–115, 117, 121–122, 124–125, 127, 131–132, 134–135, 137, 141–142, 144–145, 147, 151–152, 154–155, 157.
LF.WR.31.m Encode words with suffixes -s, -es, -ing, -ed, -er, and -est.	Grade 1, Lessons 4–17, 19–27, 31–32, 34–35, 37, 39, 42, 44–47, 50–55, 57, 59–77, 79–97, 100–105, 107, 110–112, 114–115, 117, 120–127, 130–137, 140–157

LF.WR.31.n With prompting and support, encode words with common prefixes re-, un-, and mis-.	<i>Reading Foundations</i> addresses this standard in grade 2. Grade 2 Lessons 149–151
LF.WR.31.o With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.	<i>Reading Foundations</i> addresses this standard in grades 3, 4, and 5. Grade 3 Lessons 136–139 Grade 4 Lesson 14 Grade 5 Lesson 13