

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.8 Demonstrate understanding of the organization and basic features of printed materials.	Kindergarten, Lessons 6–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–147, 150–157
LF.CP.8.a Recognize and demonstrate that print conveys meaning.	Kindergarten, Lessons 2, 3, and 29.
LF.CP.8.b With prompting and support, explain the roles of the author and illustrator of a text.	Kindergarten, Lessons 13 and 21.
LF.CP.8.c Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line.	Kindergarten, Lessons 16, 18, and 20.
LF.CP.8.d Identify the beginning and end of a sentence by locating the capital letter and end punctuation.	Kindergarten, Lessons 28, 32, 34, and 36.
LF.CP.8.e Point to words using one-to-one correspondence, noting that words are separated by spaces.	Kindergarten, Lessons 24, 26, 40, 42, 44, and 45.
LF.CP.8.f Distinguish letters from words within sentences.	Kindergarten, Lesson 3.

Alabama Standards	Aligned Components of <i>Reading Foundations</i>
LF.CP.8.g Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.	<i>Reading Foundations</i> does not address this standard.

Literacy Foundations

Fluency

Alabama Standards	Aligned Components of <i>Reading Foundations</i>
LF.FL.11 Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.	Kindergarten, Lessons 9, 11, 13–15, 17, 19, 21–23, 25, 27, 29–31, 33, 35, 37–39, 41, 43, 45–47, 49, 51, 53–55, 57, 59, 61–63, 65, 67, 69–71, 73, 75–79
LF.FL.12 Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address arranging letters in sequential order from a to z with accuracy and automaticity. Kindergarten, Lessons 76–79
LF.FL.13 With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu.	Kindergarten, Lessons 36–42.
LF.FL.14 Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.	Kindergarten, Lessons 10, 12–13, 16, 18, 20–21, 24, 26, 28–29, 31–32, 34, 36–37, 40, 42, 44–45, 48, 50, 52–53, 56, 58, 60–61, 64, 66, 68–69, 72, 74, 76–78, 80–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–147, 150–157
LF.FL.15 Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.	Kindergarten, Lessons 53, 61, 69, 76, 82, 85, 92, 95, 102, 105, 112, 115, 122, 125, 132, 135, 142, 145, 152, 155

Alabama Standards	Aligned Components of <i>Reading Foundations</i>
LF.FL.16 Recognize and read grade-appropriate high frequency words with accuracy and automaticity.	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28–29, 32, 34, 36–37, 40, 42, 44–45, 48, 50, 52–53, 56, 58, 60–61, 64, 66, 68–69, 72, 74, 76–78, 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, and 157.

Literacy Foundations

Phonological Awareness/Phonemic Awareness

Alabama Standards	Aligned Components of <i>Reading Foundations</i>
LF.PA.9 Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.	Kindergarten, Lessons 5–14, 80, 83, 86, 90, 93, 96, 100, 103, 106, 111, 119, 120, 126, 129, 130, 136, 139, 140, 143, 146, 149, 150, 153, 156, 159
LF.PA.9.a Count the number of words in a spoken sentence.	Kindergarten, Lessons 5, 80–81, 83–84, 86–87, 90–91, 93–94, 96–97, 100–101, 103–104, 106–107, 111, 114, 117, 119–120, 123, 126–127, 129–130, 133, 136–137, 139–140, 143, 146–147, 149–150, 153, 156–157, 159
LF.PA.9.b Recognize alliterative spoken words.	<i>Reading Foundations</i> does not address this standard.
LF.PA.9.c Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.	Kindergarten, Lessons 4 and 5.
LF.PA.9.d Count, blend, and segment syllables in spoken words, including compound words.	Kindergarten, Lessons 1, 5, 80, 83, 86, 90, 93, 96, 100, 103, 106, 111, 119–120, 126, 129–130, 136, 139–140, 143, 146, 149–150, 153, 156, 159

Alabama Standards	Aligned Components of <i>Reading Foundations</i>
LF.PA.9.e Blend and segment onsets and rimes of single-syllable spoken words.	Kindergarten, Lessons 5–14, 80, 83, 86, 90, 93, 96, 100, 103, 106, 111, 119, 120, 126, 129, 130, 136, 139, 140, 143, 146, 149, 150, 153, 156, 159
LF.PA.9.f Identify the initial, final, and medial sounds of spoken words.	Kindergarten, Lessons 67–75, 82, 85, 88, 92, 95, 98, 102, 105, 108, 112, 115, 118, 122, 125, 128, 132, 135, 138, 142, 145, 148, 152, and 158.
LF.PA.9.g Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.	Kindergarten, Lessons 39–75, 81–82, 84–85, 87–89, 91–92, 94–95, 97–99, 101, 104–105, 107–109, 111–112, 114–115, 117–118, 121–122, 124–125, 127–128, 131–132, 134–135, 138
LF.PA.9.h Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address manner of articulation. Kindergarten, Lessons 83, 111, 120, 126, and 136.

Literacy Foundations

Phonics

Alabama Standards	Aligned Components of <i>Reading Foundations</i>
LF.PH.10 Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.	Kindergarten, Lessons 6–87, 89–97, 99–107, 109–117, 119–127, 129–137, 139–147, 149–157, 159
LF.PH.10.a Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds).	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address producing the most frequent sound for x and q. Kindergarten, Lessons 6–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–147, 150–157

Alabama Standards	Aligned Components of <i>Reading Foundations</i>
LF.PH.10.b Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.	Kindergarten, Lessons 9–10, 23–24, 39–40, 57–58, 63–64, 136–138, 140–142, 143–145, 146–148, 150–152, 153–155
LF.PH.10.c Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.	Kindergarten, Lessons 9–13, 15–21, 23–29, 31–37, 39–45, 47–53, 55–61, 63–69, 71–74, 76–78
LF.PH.10.d Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.	Kindergarten, Lessons 9–12, 14–20, 22–87, 89–97, 99–107, 109–112, 114–117, 119–127, 129–157, 159 <i>Reading Foundations</i> addresses open syllables in grade 1. Grade 1, Lessons 113–115
LF.PH.10.e With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.	Kindergarten, Lessons 136–138, 140–142, 143–145, 146–148, 150–152, 153–155, 156–158
LF.PH.10.f With prompting and support, decode words with suffix -s, using knowledge of unvoiced /s/ and voiced /z/ sounds for letter s.	Kindergarten, Lesson 13.
LF.PH.10.g With prompting and support, produce the most frequent sound for digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound).	Kindergarten, Lessons 65–66, 86–88, 90–98, 100–108
LF.PH.10.h Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ.	Kindergarten, Lesson 136

Alabama Standards	Aligned Components of <i>Reading Foundations</i>
LF.PH.10.i Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28–29, 32, 34, 36–37, 40, 42, 44–45, 48, 50, 52–53, 56, 58, 60–61, 64, 66, 68–69, 72, 74, 76–78, 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, and 157.

Literacy Foundations

Writing

Alabama Standards	Aligned Components of <i>Reading Foundations</i>
LF.WR.34 Print legibly, using proper pencil grip.	Kindergarten, Lessons 3–12, 15–20, 23–28, 32–36, 39–44, 47–52, 55–60, 63–68, 71–74, 76–81, 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.34.a Print upper and lower case letters using proper approach strokes, letter formation, and line placement.	Kindergarten, Lessons 3–12, 15–20, 23–28, 31–36, 39–44, 47–52, 55–60, 63–68, 71–74, 76–88, 90–98, 100–108, 110–111, 113–118, 120–128, 130–138, 140–148, 150–158
LF.WR.34.b With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.	Kindergarten, Lesson 3.
LF.WR.35 Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 32, 34, 36, 40, 42, 44, 48, 50, 52, 56, 58, 60, 64, 66, 68, 72, 74, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 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.35.a Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound).	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 32, 34, 36, 40, 42, 44, 48, 50, 52, 56, 58, 60, 64, 66, 68, 72, 74, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 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.35.b With prompting and support, encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words.	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 32, 34, 36, 40, 42, 44, 48, 50, 52, 56, 58, 60, 64, 66, 68, 72, 74, 80–88, 90–91, 93–94, 96–97, 100–101, 103–104, 106–107, 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.35.c With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 32, 36, 40, 44, 52, 58, 64, 66, 68, 72, 74, 78, 81, 84, 87, 91, 94, 97, 101, 104, 107, 111, 117, 114, 121, 124, 127, 131, 134, 137, 141, 144, 151, 154, 157
LF.WR.35.d With prompting and support, 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.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address pointing out the part of a word that does not follow the regular pattern. Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 32, 36, 40, 44, 52, 58, 64, 66, 68, 72, 74, 78, 81, 84, 87, 91, 94, 97, 101, 104, 107, 111, 117, 114, 121, 124, 127, 131, 134, 137, 141, 144, 151, 154, 157