Connecticut Core Standards (2010)

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 Connecticut standards while benefiting from the coherent, research-based design of *Arts & Letters*. A detailed alignment analysis between Connecticut standards and *Reading Foundations* follows.

Reading

Phonics and Word Recognition

Connecticut Standards	Aligned Components of *Reading Foundations*
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Grade 2, Lessons 2–159
RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.	Grade 2, Lessons 2–4, 6, 9–13, 16, 17, 19–24, 26–33, 36, 39–46, 48–53, 55–63, 65–73, 76–83, 86–93, 96–103, 106–113, 116, 118–123, 126–133, 136–146, 149–156, 158, 159
RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.	Grade 2, Lessons 2–4, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 28, 30–33, 41–43, 46–55, 57–64, 66–75, 77–103, 105–141, 143–159
RF.2.3.c Decode regularly spelled two-syllable words with long vowels.	Grade 2, Lessons 3, 16, 31, 36, 38, 41–43, 45–47, 49, 50, 52, 53, 55–63, 65–67, 69–73, 77–79, 81–83, 88, 90–93, 97–100, 102, 103, 106–113, 115–123, 126–133, 136–138, 140–146, 149–156
RF.2.3.d Decode words with common prefixes and suffixes.	Grade 2, Lessons 2, 3, 6–13, 16–18, 20–23, 26–34, 36–43, 46–49, 52, 53, 55–63, 66–73, 76–83, 86–93, 97–103, 106–113, 116–123, 126–133, 136–141, 143–146, 149–156
RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.	Grade 2, Lessons 2–4, 6, 7, 9–13, 15–17, 20, 21, 23, 25, 27–33, 35, 37, 38, 40–43, 45–50, 52, 53, 55–75, 77–97, 99–103, 105–123, 125–127, 129–159
RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.	Grade 2, Lessons 2–159

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Reading

Fluency

Connecticut Standards	Aligned Components of *Reading Foundations*
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	Grade 2, Lessons 1, 2, 4, 5, 7, 8, 10, 11, 13, 17, 18, 20, 21, 23, 27, 28, 30, 31, 33, 37, 38, 40, 41, 43, 47, 48, 50, 51, 53, 57, 58, 60, 61, 63, 67, 68, 70, 71, 73, 77, 78, 80, 81, 83, 87, 88, 90, 91, 93, 97, 98, 100, 101, 103, 107, 108, 110, 111, 113, 117, 118, 120, 121, 123, 127, 128, 130, 131, 133, 137, 138, 140, 141, 143, 144, 146, 150, 151, 153, 154, 156
RF.2.4.a Read grade-level text with purpose and understanding.	Grade 2, Lessons 1, 2, 4, 5, 7, 8, 10, 11, 13, 17, 18, 20, 21, 23, 27, 28, 30, 31, 33, 37, 38, 40, 41, 43, 47, 48, 50, 51, 53, 57, 58, 60, 61, 63, 67, 68, 70, 71, 73, 77, 78, 80, 81, 83, 87, 88, 90, 91, 93, 97, 98, 100, 101, 103, 107, 108, 110, 111, 113, 117, 118, 120, 121, 123, 127, 128, 130, 131, 133, 137, 138, 140, 141, 143, 144, 146, 150, 151, 153, 154, 156
RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Grade 2, Lessons 1, 2, 4, 5, 7, 8, 10, 11, 13, 17, 18, 20, 21, 23, 27, 28, 30, 31, 33, 37, 38, 40, 41, 43, 47, 48, 50, 51, 53, 57, 58, 60, 61, 63, 67, 68, 70, 71, 73, 77, 78, 80, 81, 83, 87, 88, 90, 91, 93, 97, 98, 100, 101, 103, 107, 108, 110, 111, 113, 117, 118, 120, 121, 123, 127, 128, 130, 131, 133, 137, 138, 140, 141, 143, 144, 146, 150, 151, 153, 154, 156
RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Grade 2, Lessons 2, 4, 5, 7, 8, 10, 11, 13, 17, 18, 20, 21, 23, 27, 28, 30, 31, 33, 37, 38, 40, 41, 43, 47, 48, 50, 51, 53, 57, 58, 60, 61, 63, 67, 68, 70, 71, 73, 77, 78, 80, 81, 83, 87, 88, 90, 91, 93, 97, 98, 100, 101, 103, 107, 108, 110, 111, 113, 117, 118, 120, 121, 123, 127, 128, 130, 131, 133, 137, 138, 140, 141, 143, 144, 146, 150, 151, 153, 154, 156

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