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.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Grade 4, Lessons 1–14, 16, 23–33, 35–38, 41, 43, 45, 47, 49–56, 59–74, 81, 83, 85, 87, 89–96, 99–114, 122, 123, 125–136, 139, 141, 143, 145, 147, 149, 151, 153
RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Grade 4, Lessons 1–14, 16, 23–33, 35–38, 41, 43, 45, 47, 49–56, 59–74, 81, 83, 85, 87, 89–96, 99–114, 122, 123, 125–136, 139, 141, 143, 145, 147, 149, 151, 153

Reading

Fluency

Connecticut Standards	Aligned Components of *Reading Foundations*
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	Grade 4, Lessons 8, 11, 16, 26, 29, 33, 37, 43, 47, 51, 55, 61, 65, 69, 73, 83, 87, 91, 95, 101, 105, 110, 113, 123, 127, 131, 135, 141, 145, 149, 153
RF.4.4.a Read grade-level text with purpose and understanding.	Grade 4, Lessons 8, 11, 16, 26, 29, 33, 37, 43, 47, 51, 55, 61, 65, 69, 73, 83, 87, 91, 95, 101, 105, 110, 113, 123, 127, 131, 135, 141, 145, 149, 153
RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Grade 4, Lessons 8, 11, 16, 26, 29, 33, 37, 43, 47, 51, 55, 61, 65, 69, 73, 83, 87, 91, 95, 101, 105, 110, 113, 123, 127, 131, 135, 141, 145, 149, 153 *Language Arts* addresses reading poetry orally in grade 4.

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Connecticut Standards	Aligned Components of *Reading Foundations*
RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Grade 4, Lessons 8, 11, 16, 26, 29, 33, 37, 43, 47, 51, 55, 61, 65, 69, 73, 83, 87, 91, 95, 101, 105, 110, 113, 123, 127, 131, 135, 141, 145, 149, 153

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