Hawai‘i Common Core Standards for English Language Arts (2024)

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

Reading Foundations

Hawaii Standards	Aligned Components of *Reading Foundations*
3.RF.3 Know and apply grade-level phonics and word analysis skills to read:	Grade 3, Lessons 1–5, 21–24, 31–50, 56–68, 74–81, 83–89, 92–107, 114–133, 136–148, 150–155
3.RF.3.a Read regularly spelled single-syllable and multisyllabic words in isolation and in text, including:	Grade 3, Lessons 56, 86–89
3.RF.3.a.1 Multisyllabic words with the patterns: VC/CV, V/CV, VC/V, and CV/VC	*Reading Foundations* gives further opportunities for practice after this concept's introduction in lessons 1–5.
3.RF.3.a.2 Possessives and Plurals	Grade 3, Lessons 56, 86–89
3.RF.3.a.3 Irregular Past Tense and Plurals	This standard is addressed in *Language Arts*.
3.RF.3.a.4 Common Latin Affixes and Roots	*Reading Foundations* gives further opportunities for practice after this concept's introduction in lessons 39–42.
3.RF.3.b Demonstrate and apply knowledge of syllable division and morpheme meaning when reading multisyllabic words.	Grade 3, Lessons 1–5, 21–24, 31–50, 56–68, 74–81, 83–89, 92–107, 114–133, 139–148, 150–155
3.RF.3.c Read common grade appropriate decodable and irregular high frequency words.	Grade 3, Lessons 21, 22, 24, 31, 33–37, 39, 41, 42, 45, 49, 56–59, 61–63, 65, 67, 68, 74–76, 78, 80, 81, 84, 88, 92, 95–98, 100, 102–106, 116, 120, 124, 126–128, 130–133, 136–142, 144, 146, 147, 150, 152, 154, 155

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Hawaii Standards	Aligned Components of *Reading Foundations*
3.RF.4 Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.	Grade 3, Lessons 24, 33, 37, 41, 45, 49, 56, 59, 63, 67, 76, 80, 84, 88, 94, 98, 102, 106, 116, 120, 124, 128, 132, 139, 142, 146, 150, 154

Writing Foundations

Hawaii Standards	Aligned Components of *Reading Foundations*
3.WF.1 Demonstrate and apply correct handwriting skills:	Grade 3, Lessons 44, 46, 48, 50, 83, 85, 87, 89, 115, 117, 119, 121, 123, 125, 148
3.WF.1.a Legibly and fluently write in manuscript to produce grade-appropriate tasks.	Grade 3, Lessons 44, 46, 48, 50, 83, 85, 87, 89, 115, 117, 119, 121, 123, 125, 148
3.WF.2 Know and apply phonics and word analysis skills when encoding words:	Grade 3, Lessons 21–23, 31, 32, 34–36, 38–40, 42–44, 46–48, 50, 57, 58, 60–62, 64–66, 68, 74, 75, 77–79, 81, 83, 85–87, 89, 92, 93, 95–97, 99–101, 103–105, 107, 114, 115, 117–119, 121–123, 125–127, 129–131, 133, 136–138, 140, 141, 143–145, 147, 148, 151–153, 155
3.WF.2.a Spell single-syllable words with:	Grade 2, Lessons 89, 106, 109, 139
3.WF.2.a.1 Less common, complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families)	*Reading Foundations* addresses this standard in grade 2. Grade 2, Lessons 89, 106, 109, 139

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3.WF.2.b Spell regular two-and three-syllable words that:	Grade 3, Lessons 21–23, 31, 32, 34–36, 38–40, 42–44, 46–48, 50, 57, 58, 60–62, 64–66, 68, 74, 75, 77–79, 81, 83, 85–87, 89, 92, 93, 95–97, 99–101, 103–105, 107, 114, 115, 117–119, 121–123, 125–127, 129–131, 133, 140, 141, 143–145, 147, 148, 151–153, 155
3.WF.2.b.1 Combine all basic syllable types (closed, VCe, open, vowel team, vowel-r, and consonant -le)	Grade 3, Lessons 44, 46, 48, 50, 83, 85, 87, 89, 115, 117, 119, 121, 123, 125, 148
3.WF.2.b.2 Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion)	Grade 3, Lessons 21–23, 31, 32, 34–36, 38–40, 42–44, 46–48, 50, 57, 58, 60–62, 64–66, 68, 74, 75, 77–79, 81, 83, 85–87, 89, 92, 93, 95–97, 99–101, 103–105, 107, 114, 115, 117–119, 121–123, 125–127, 129–131, 133, 140, 141, 143–145, 147, 148, 151–153, 155
3.WF.2.c Spell singular and plural possessives (e.g., teacher's, teachers').	Grade 3, Lessons 85, 121
3.WF.2.d Identify language of origin for words, as noted in dictionaries.	*Reading Foundations* does not address this standard.
3.WF.2.e Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.	Grade 3, Lessons 21–23, 31, 34–36, 39, 42–44, 46–48, 50, 57, 58, 61, 62, 65, 68, 74, 75, 78, 81, 85, 86, 89, 92, 95–97, 100, 103–105, 117, 121, 125–127, 130, 131, 133, 136–138, 140, 141, 144, 147, 148, 152, 155
3.WF.2.f Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	This standard is addressed in *Language Arts*.
3.WF.3 Demonstrate command of the conventions of English when writing, including multi-paragraph texts:	Grade 3, Lessons 56, 85, 148

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3.WF.3.a Produce simple, compound, and complex sentences.	This standard is addressed in *Language Arts*.
3.WF.3.b Capitalize appropriate words in titles.	This standard is addressed in *Language Arts*.
3.WF.3.c Use commas in addresses.	This standard is addressed in *Language Arts*.
3.WF.3.d Use commas and quotation marks in dialogue.	This standard is addressed in *Language Arts*.
3.WF.3.e Form and use possessives.	Grade 3, Lessons 56, 85, 148

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