Idaho Content Standards English Language Arts/Literacy (2022)

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

Foundational Reading Skills

Phonemic Awareness

Idaho Standards	Aligned Components of *Reading Foundations*
2.FR.PA.2 Demonstrate understanding of spoken words, syllables, and sounds.	Grade 2, Lessons 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
2.FR.PA.2a Reverse phonemes in spoken one-syllable words (e.g., reverse initial and final consonants in the word “pat” and say the resulting word).	*Reading Foundations* does not address this standard.
2.FR.PA.2b Demonstrate automaticity in the deletion and substitution of phonemes in multi-syllable spoken words and naming of resulting words.	Grade 2 Lessons 83 *Reading Foundations* addresses phoneme substitution in Kindergarten. Kindergarten, Lessons 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

Foundational Reading Skills

Phonics and Decoding

Idaho Standards	Aligned Components of *Reading Foundations*
2.FR.PH.3 Use knowledge of grade-level phonics and word analysis skills in decoding words.	Grade 2, Lessons 2–159
2.FR.PH.3a Know spelling-sound correspondences for common short and long vowel teams (e.g., head, hook, boat, weigh) including diphthongs (e.g., toil, cloud).	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

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Idaho Standards	Aligned Components of *Reading Foundations*
2.FR.PH.3b Decode regularly spelled two-syllable words with long and short vowels.	Grade 2, Lessons 39–41, 52–54, 56–58, 59–61, 62–64, 66–68, 69–71, 72–74
2.FR.PH.3c Decode words with common prefixes and suffixes (e.g., un-, dis-, -ful, -less).	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
2.FR.PH.3d 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
2.FR.PH.3e Recognize and read grade-appropriate irregularly spelled words (e.g., was, again, been), including silent letter combinations.	Grade 2, Lessons 2–159

Reading Comprehension

Reading Fluency

Idaho Standards	Aligned Components of *Reading Foundations*
2.RC.RF.4 Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in 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

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Writing

Handwriting and Keyboarding

Idaho Standards	Aligned Components of *Reading Foundations*
2.W.HWK.7 Form letters correctly with functional speed. Space words and sentences properly so that writing can be read easily by another person.	*Reading Foundations* partially addresses this standard; the program does not explicitly address spacing sentences appropriately. Grade 2, Lessons 1, 3–4, 6–7, 9–10, 12–13, 16–17, 19–20, 22–23, 26–27, 29–30, 32–33, 36–37, 39–40, 42–43, 46–47, 49–50, 52–53, 56–57, 59–60, 62–63, 66–67, 69–70, 72–73, 76–77, 79–80, 82–83, 86–87, 89–90, 92–93, 96–97, 99–100, 102–103, 106–107, 109–110, 112–113, 116–117, 119–120, 122–123, 126–127, 129–130, 132–133, 136–137, 139–140, 142–143, 145–146, 149–150, 152–153, 155–156

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