

Indiana Academic Standards for English/Language Arts (2023)

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

Reading Foundations

Indiana Standards	Aligned Components of <i>Reading Foundations</i>
3.RF.1 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	<i>Reading Foundations</i> addresses the major syllable types (CVC, CVr, V, VV, VCe, Cle) through syllable division instruction in grades 1 and 2. Grade 1, Lessons 106–108, 110–118, 120–122 Grade 2, Lessons 56–64, 66–74
3.RF.2 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).	Grade 3, Lessons 1–5, 21–24, 31–50, 53–68, 74–89, 92–107, 114–133, 136–140, 142, 144, 146–148, 152, 154, 155
3.RF.3 Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	Grade 3, Lessons 1–5, 21–24, 31–50, 53–68, 74–89, 92–107, 114–133, 136–140, 142, 144, 146–148, 152, 154, 155 <i>Reading Foundations</i> addresses more difficult word families in grade 2. Grade 2, Lessons 6, 7, 9–13, 15–17, 20, 25, 27–30, 52, 69–73, 90, 91, 108–113, 134, 135, 141, 143, 145, 149–151, 153, 156–159
3.RF.4 Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). (E)	Grade 3, Lessons 53–56.
3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately with expression that connotes comprehension.	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, 154

Writing

Indiana Standards	Aligned Components of <i>Reading Foundations</i>
3.W.1 Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address sentence-level or margin spacing. Grade 1, Lessons 4, 5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 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, 151, 154, 157
3.W.8.c.i Using correct spelling for irregularly spelled words (e.g., said, does, gone) and other studied words and for adding affixes to base words.	Grade 3, Lessons 61–68, 74–77, 92–95, 104–107.
3.W.8.c.ii Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.	Grade 3, Lessons 21–23, 31, 32, 34–36, 38, 40, 42–44, 46–48, 50, 53–55, 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, 144, 147, 148, 155