

Minnesota Academic Standards in English Language Arts (2020)

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

Reading

R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.

Minnesota Standards	Aligned Components of <i>Reading Foundations</i>
0.1.1.0 Demonstrate understanding of the basic features of print:	Kindergarten, Lessons 1, 2, 8–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–147, 150–157
0.1.1.0.a Follow words from left to right, top to bottom and page by page.	Kindergarten, Lessons 1, 2, 9–13, 15–21, 23–29, 31–37, 39–45, 47–53, 55–61, 63–69, 71–74, 76–78, 80–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–147, 150–157
0.1.1.0.b Recognize and name all uppercase and lowercase letters of the alphabet.	Kindergarten, Lessons 8, 9, 11, 13–15, 17, 19, 21–23, 25, 27, 29–31, 33, 35, 37–39, 41, 43, 45–47, 49, 51, 53–55, 57, 59, 61–63, 65, 67, 69–71, 73, 75–79
0.1.1.0.c Understand that words are separated by spaces in print.	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 29, 32, 34, 36, 37, 40, 42, 44, 45, 48, 50, 52, 53, 56, 58, 60, 61, 64, 66, 68, 69, 72, 74, 76–78, 81, 82, 84, 85, 87, 91, 92, 94, 95, 97, 101, 104, 107, 110, 113, 117, 120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157
0.1.1.1 Demonstrate understanding of spoken words, syllables and sounds (phonemes):	Kindergarten, Lessons 1–75, 77, 78, 80–107, 110–117, 120–127, 130–137, 140–147, 150–157
0.1.1.1.a Identify and orally produce rhyming words, onset-rime and alliteration.	Kindergarten, Lessons 4–20, 23–28, 31–36, 39–75, 77, 78, 80–101, 104, 107, 110, 113, 117, 120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157

0.1.1.1.b Identify, count, pronounce, blend, segment and manipulate (add, delete or substitute) compound words and syllables in multi-syllabic words.	Kindergarten, Lesson 1 <i>Reading Foundations</i> addresses counting, pronouncing, segmenting, and manipulating compound words and syllables in multisyllabic words in Grade 1. Grade 1, Lessons 106-122
0.1.1.1.c Isolate, pronounce and manipulate sounds in three-phoneme CVC words.	Kindergarten, Lessons 5–12, 15–44, 47–52, 55–60, 63–68, 71–74, 80–87, 90–97, 100, 102, 103, 105, 106, 111, 112, 114–116, 121, 122, 124–126, 131, 132, 134–136, 141, 142, 144–146, 151, 152, 154–156
0.1.1.2 Know and apply grade-level phonics and word analysis skills in decoding words:	Kindergarten, Lessons 6–107, 110–117, 120–127, 130–137, 140–147, 150–157
0.1.1.2.a Decode words using one-to-one letter sound correspondences in three-phoneme CVC words and knowledge of word families, demonstrating both accuracy and automaticity.	Kindergarten, Lessons 6–87, 89–97, 99–107, 110–117, 120–127, 130–137, 140–147, 150–157
0.1.1.2.b Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.	Kindergarten, Lessons 10, 12–14, 16, 18, 20–22, 24, 26, 28–30, 32, 34, 36–38, 40, 42, 44–46, 48, 50, 52–54, 56, 58, 60–62, 64, 66, 68–70, 72, 74–101, 103, 104, 106, 107, 110, 112, 113, 115–117, 120, 122, 123, 125–127, 130, 132, 133, 135–137, 140, 142, 143, 145–147, 150, 152, 153, 155–157
0.1.1.3 Read decodable texts accurately, with guidance and support. (Decodable texts are those that include words taught in phonics lesson.)	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 29, 32, 34, 36, 37, 40, 42, 44, 45, 48, 50, 52, 53, 56, 58, 60, 61, 64, 66, 68, 69, 72, 74, 76–78, 81, 82, 84, 85, 87, 91, 92, 94, 95, 97, 101, 104, 107, 110, 113, 117, 120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157

Writing

W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

Minnesota Standards	Aligned Components of <i>Reading Foundations</i>
0.2.1.0 Print many uppercase and lowercase letters.	Kindergarten, Lessons 3–12, 15–20, 23–28, 32–36, 39–44, 47–52, 55–60, 63–68, 71–74, 76–81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100
0.2.1.1 Recognize that words are represented in written language by specific sequences of letters, which are separated by spaces, and put in a specific order to create a sentence.	Kindergarten, Lessons 1, 2, 9–12, 15–20, 23–29, 31–37, 39–45, 47–53, 55–61, 63–69, 71–74, 76–78, 80–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–147, 150–157
0.2.1.2 Demonstrate one-to-one letter-sound correspondence.	Kindergarten, Lessons 6–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–147, 150–157