

ELA Missouri Learning Standards (MLS) (2016)

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

Language

Punctuation, Capitalization, Spelling

Missouri Standards	Aligned Components of <i>Reading Foundations</i>
2.L.1.B.a In written text write legibly (print, cursive)	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, 137, 140, 143, 146, 150, 153, 156

Reading Foundations

Print Awareness

Missouri Standards	Aligned Components of <i>Reading Foundations</i>
2.RF.1.A.a Develop print awareness in the reading process by understanding that sentences are organized into paragraphs to convey meaning	<i>Reading Foundations</i> does not address this standard.

Reading Foundations

Phonics

Missouri Standards	Aligned Components of <i>Reading Foundations</i>
2.RF.3.A.a Develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address vowel diphthongs in multisyllabic words. Grade 2, Lessons 52–74.

Missouri Standards	Aligned Components of <i>Reading Foundations</i>
2.RF.3.A.b Develop phonics in the reading process by distinguishing long and short vowels when reading regularly spelled one-syllable words	Grade 2, Lessons 2–4, 6, 9–13, 16, 17, 19–36, 39–46, 48–53, 55–63, 65–73, 76–83, 86–93, 96–103, 106–113, 116, 118–123, 126–133, 136–147, 149–157
2.RF.3.A.c Develop phonics in the reading process by decoding regularly spelled two-syllable words with long vowels	Grade 2, Lessons 3, 16, 25, 31, 36, 38, 41–43, 45–47, 49, 50, 52, 53, 55–63, 65–67, 69–73, 77–79, 81–83, 88, 90–93, 97–100, 102, 103, 106–113, 115–123, 126–133, 136–147, 149–157
2.RF.3.A.d Develop phonics in the reading process by decoding words with vowel diphthongs	Grade 2, Lessons 92–94
2.RF.3.A.e Develop phonics in the reading process by decoding words with vowel digraphs	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address vowel diphthongs in multisyllabic words. Grade 2, Lessons 52–74.
2.RF.3.A.f Develop phonics in the reading process by reading words with common prefixes and suffixes	Grade 2, Lessons 2, 3, 6–13, 16–18, 20–34, 36–43, 46–49, 52, 53, 55–63, 66–73, 76–83, 86–93, 97–103, 106–113, 116–123, 126–133, 136–147, 149–157
2.RF.3.A.g Develop phonics in the reading process by using contractions	Grade 2, Lesson 100
2.RF.3.A.h Develop phonics in the reading process by using common syllable patterns to decode words including r-controlled vowels	Grade 2, Lessons 56–71, 76–81
2.RF.3.A.i Develop phonics in the reading process by reading irregularly spelled high-frequency words	Grade 2, Lessons 2–147, 149–157

Missouri Standards	Aligned Components of <i>Reading Foundations</i>
2.RF.3.A.j Develop phonics in the reading process by demonstrating decoding skills when reading new words in a text	Grade 2, Lessons 1–147, 149–157

Reading Foundations

Fluency

Missouri Standards	Aligned Components of <i>Reading Foundations</i>
2.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension use context to confirm or self-correct word recognition and understanding, rereading as necessary	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, 146, 150, 151, 153, 154, 156