

## 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>                                    |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>3.L.1.B.a</b><br>In written text write legibly (print, cursive) | Grade 3, Lessons 6–20, 44, 46, 48, 50, 83, 85, 87, 89, 115, 117, 119, 121, 123, 125 |

**Reading Foundations****Phonics**

| Missouri Standards                                                                                                                                                     | Aligned Components of <i>Reading Foundations</i>                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.RF.3.A.a</b><br>Develop phonics in the reading process by decoding multisyllabic words in context and independent of context by applying common spelling patterns | This standard is addressed in <i>Language Arts</i> .<br><br>Grade 3, Lessons 1–5, 21–24, 31–43, 45, 47, 49, 56–68, 74–81, 84, 86, 88, 92–107, 114, 116, 118, 120, 124, 126, 128, 130, 132, 140, 142, 144, 146, 152, 154 |
| <b>3.RF.3.A.b</b><br>Develop phonics in the reading process by decoding words that double final consonants when adding an ending                                       | Grade 3, Lessons 43, 45<br><br><i>Reading Foundations</i> gives further opportunities for practice after this concept's introduction in lesson 43.                                                                      |
| <b>3.RF.3.A.c</b><br>Develop phonics in the reading process by using the meaning of common prefixes and suffixes                                                       | Grade 3, Lessons 21–23, 31, 32, 34–36, 38–40, 42, 47, 57, 58, 60–62, 64–66, 68, 74, 75, 77–79, 81, 86, 92, 93, 95–97, 99–101, 103–105, 107, 114, 118, 126, 130, 140, 144, 152                                           |
| <b>3.RF.3.A.d</b><br>Develop phonics in the reading process by using the meaning of homophones                                                                         | This standard is addressed in <i>Language Arts</i> .                                                                                                                                                                    |
| <b>3.RF.3.A.e</b><br>Develop phonics in the reading process by decoding known and unknown words by spelling patterns                                                   | Grade 3, Lessons 21, 22, 31, 34–36, 39, 42, 57, 58, 61, 62, 65, 68, 74, 75, 78, 81, 92, 95–97, 100, 103–105, 126, 127, 130, 131, 133, 140, 141, 144, 147, 152, 155                                                      |

| Missouri Standards                                                                                              | Aligned Components of <i>Reading Foundations</i>                                                                              |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>3.RF.3.A.f</b><br>Develop phonics in the reading process by reading irregularly spelled high-frequency words | Grade 3, Lessons 24, 33, 37, 41, 45, 49, 56, 59, 63, 67, 76, 80, 84, 88, 98, 102, 106, 116, 120, 124, 128, 132, 142, 146, 154 |

## Reading Foundations

### Fluency

| Missouri Standards                                                                                                                                                                                                                                 | Aligned Components of <i>Reading Foundations</i>                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>3.RF.4.A.a</b><br>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 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, 142, 146, 154 |