

## Nebraska's College and Career Ready Standards for English Language Arts (2021)

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

## Foundations of Reading

Concepts of Print | Demonstrate knowledge of the organization and basic concepts of print.

| Nebraska Standards                                                                                                                                                         | Aligned Components of <i>Reading Foundations</i>                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LA.K.F.1</b><br>Demonstrate knowledge of the organization and basic concepts of print.                                                                                  | Kindergarten, Lessons 1, 2, 8–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–147, 150–157                                                                       |
| <b>LA.K.F.1a</b><br>Identify all upper and lowercase letters of the alphabet in isolation and in connected text.                                                           | 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, 110      |
| <b>LA.K.F.1b</b><br>Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning.                      | Kindergarten, Lessons 2, 3, 29.                                                                                                                                     |
| <b>LA.K.F.1c</b><br>Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print. | Kindergarten, Lessons 40, 42, 44, 45.                                                                                                                               |
| <b>LA.K.F.1d</b><br>Demonstrate knowledge that print reads 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 |

## Foundations of Reading

Phonological Awareness | Demonstrate phonological awareness through oral activities.

| Nebraska Standards                                                                                                                                                                                            | Aligned Components of <i>Reading Foundations</i>                                                                                   |
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| <b>LA.K.F.2</b><br>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                                                                                                               | Kindergarten, Lessons 1–14, 113, 130, 133                                                                                          |
| <b>LA.K.F.2a</b><br>Segment and count spoken sentences into words.                                                                                                                                            | Kindergarten, Lessons 81, 84, 87, 91, 94, 97, 101, 104, 107, 114, 117, 120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157. |
| <b>LA.K.F.2b</b><br>Recognize and begin to produce oral rhymes.                                                                                                                                               | Kindergarten, Lessons 4, 5                                                                                                         |
| <b>LA.K.F.2c</b><br>Count, produce, and segment spoken words into syllables and identify syllable parts.                                                                                                      | Kindergarten, Lessons 1–3, 6–14, 113, 130, 133                                                                                     |
| <b>LA.K.F.2d</b><br>Blend onsets and rimes to form simple words (e.g., v-an, gr-ab).                                                                                                                          | Kindergarten, Lessons 6–14                                                                                                         |
| <b>LA.K.F.2e</b><br>Delete part of a syllable within a spoken word including compound words (e.g., “Say ‘parsnip.’ Say it again but don’t say ‘par;’ e.g., “Say ‘cowboy.’ Say it again but don’t say ‘cow’”). | <i>Reading Foundations</i> does not address this standard.                                                                         |
| <b>LA.K.F.2f</b><br>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.               | Kindergarten, Lessons 15–30                                                                                                        |

## Foundations of Reading

**Phonics and Word Analysis** | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

| Nebraska Standards                                                                                                                                                             | Aligned Components of <i>Reading Foundations</i>                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LA.K.F.3</b><br>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.                                                                  | Kindergarten, Lessons 6–87, 89–97, 99–107, 109–117, 119–127, 129–137, 139–148, 150–158                                                                                                                                                                                                      |
| <b>LA.K.F.3a</b><br>Demonstrate basic knowledge of one-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds for each consonant. | Kindergarten, Lessons 6–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–148, 150–158                                                                                                                                                                                                     |
| <b>LA.K.F.3b</b><br>Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels.                                                         | Kindergarten, Lessons 9–12, 14–20, 22–87, 89–97, 99–107, 109–112, 114–117, 119–127, 129–137, 139–148, 150–158                                                                                                                                                                               |
| <b>LA.K.F.3c</b><br>Decode consonant-vowel-consonant (CVC) words.                                                                                                              | Kindergarten, Lessons 6–87, 89–97, 99–107, 109–117, 119–127, 129–137, 139–148, 150–158                                                                                                                                                                                                      |
| <b>LA.K.F.3d</b><br>Encode consonant-vowel-consonant (CVC) words.                                                                                                              | Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 32, 34, 36, 40, 42, 44, 48, 50, 52, 56, 58, 60, 64, 66, 68, 72, 74, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137 |
| <b>LA.K.F.3e</b><br>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.                                                          | Kindergarten, Lessons 83, 111, 120, 126, 136                                                                                                                                                                                                                                                |

## Foundations of Reading

Fluency | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

| Nebraska Standards                                                                                                                                                | Aligned Components of <i>Reading Foundations</i>                                                                                                              |
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| <b>LA.K.F.4</b><br>Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.                      | 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, 74–148, 150–158 |
| <b>LA.K.F.4a</b><br>Recognize upper and lowercase letters automatically and accurately.                                                                           | Kindergarten, Lessons 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        |
| <b>LA.K.F.4b</b><br>Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy.                                                          | Kindergarten, Lessons 9–13, 15–21, 23–29, 31–37, 39–45, 47–53, 55–61, 63–69, 71–74, 76–88, 90–98, 100–108, 110–118, 120–128, 130–135                          |
| <b>LA.K.F.4c</b><br>Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials). | 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, 74–148, 150–158 |

## Writing

Foundations of Writing | Apply handwriting skills to communicate ideas and information.

| Nebraska Standards                                                              | Aligned Components of <i>Reading Foundations</i>                                                                                                                                                                         |
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| <b>LA.K.FW.1</b><br>Demonstrate basic handwriting skills.                       | Kindergarten, Lessons 3–81, 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, 143, 147, 150, 153, 157 |
| <b>LA.K.FW.1a</b><br>Identify and match upper and lowercase manuscript letters. | Kindergarten, Lessons 6–9, 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, 110                                                            |

| Nebraska Standards                                                                                                                   | Aligned Components of <i>Reading Foundations</i>                                                                                                                                                                                                                                               |
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| <p><b>LA.K.FW.1b</b></p> <p>Print many upper and lowercase manuscript letters using reference materials and classroom resources.</p> | <p>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, 101, 103, 104, 106, 107, 110, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137, 140, 143, 147, 150, 153, 157</p> |
| <p><b>LA.K.FW.1c</b></p> <p>Write left to right and use appropriate spacing between letters and words.</p>                           | <p>Kindergarten, Lessons 81, 84, 87, 91, 94, 97, 101, 104, 107, 114, 117, 121, 124, 127, 131, 134, 137, 140, 143, 147, 150, 153, 157</p>                                                                                                                                                       |
| <p><b>LA.K.FW.2</b></p> <p>Demonstrate sound-letter concepts when writing.</p>                                                       | <p>Kindergarten, Lessons 103, 104, 106, 110–117, 120–122, 143</p>                                                                                                                                                                                                                              |
| <p><b>LA.K.FW.2a</b></p> <p>Segment phonemes orally in single-syllable words.</p>                                                    | <p>Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 32, 34, 36, 40, 42, 44, 48, 50, 52, 55–75, 80, 82, 85–86, 88–90, 92–93, 95–96, 98–100, 102–103, 105–106, 108–109, 112–113, 115–116, 118, 122–123, 125, 128, 130, 132–133, 135</p>                                                     |
| <p><b>LA.K.FW.2b</b></p> <p>Demonstrate understanding that syllables are organized around vowel sounds.</p>                          | <p><i>Reading Foundations</i> addresses this standard in grade 1.</p> <p>Grade 1, Lessons 103, 104, 106, 110–117, 120–122, 143</p>                                                                                                                                                             |