New Hampshire College and Career Ready Standards (2010) Correlation to *Reading Foundations*

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

Language

Language Conventions

New Hampshire Standards	Aligned Components of *Reading Foundations*
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Grade 3, Lessons 21–23, 31, 32, 34–36, 38, 40, 42–44, 46–48, 50, 53–58, 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
L.3.2.a Capitalize appropriate words in titles.	This standard is addressed in *Language Arts*.
L.3.2.b Use commas in addresses.	This standard is addressed in *Language Arts*.
L.3.2.c Use commas and quotation marks in dialogue.	This standard is addressed in *Language Arts*.
L.3.2.d Form and use possessives.	Grade 3, Lessons 56, 85
L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Grade 3, Lessons 21, 23, 31, 32, 34, 35, 38, 40, 42–44, 46–48, 50, 57, 60, 61, 64–66, 68, 74, 77, 79, 81–83, 85–87, 89, 92, 93, 95, 96, 99–101, 103, 104, 107, 114, 115, 117–119, 121–123, 125, 126, 129, 130, 133, 136–138, 140, 144, 147, 148, 155
L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	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

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Language

Vocabulary

New Hampshire Standards	Aligned Components of *Reading Foundations*
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	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, 122, 126, 127, 129–131, 133, 136, 137, 140, 144, 147, 152, 155
L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	Grade 3, Lessons 21–23, 31, 32, 34–36, 38–40, 57, 58, 60–62, 64–66, 74, 75, 77–79, 92, 93, 96, 97, 99–101, 104, 105, 107, 126, 127, 129–131, 136, 137, 140, 144, 152
L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	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, 122, 126, 127, 129–131, 133, 140, 144, 147, 152, 155
L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Grade 3, Lessons 21–23, 31, 32, 34–36, 38–40, 47, 57, 58, 60–62, 64–66, 74, 75, 77–79, 81, 86, 92, 93, 96, 97, 99–101, 103–105, 107, 114, 118, 122, 126, 127, 129–131, 140, 144, 152, 155

Foundational Skills

Phonics and Word Recognition

New Hampshire Standards	Aligned Components of *Reading Foundations*
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	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, 122, 124, 126–133, 136–140, 142, 144, 146, 147, 152, 154, 155

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New Hampshire Standards	Aligned Components of *Reading Foundations*
RF.3.3.a Identify and know the meaning of the most common prefixes and derivational 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, 122, 126, 127, 129–131, 133, 140, 144, 147, 152, 155
RF.3.3.b Decode words with common Latin suffixes.	Grade 3, Lessons 1–5, 21–24, 31–42, 45, 56–60, 62–67, 75–81, 84, 88, 96–103, 105, 114, 116, 120, 122, 124, 126–133, 139, 140, 142, 144, 146, 147, 152, 154, 155
RF.3.3.c Decode multisyllable words.	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, 122, 124, 126–133, 139, 140, 142, 144, 146, 147, 152, 154, 155
RF.3.3.d Read grade-appropriate irregularly spelled 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, 136–139, 142, 146, 154

Foundational Skills

Fluency

New Hampshire Standards	Aligned Components of *Reading Foundations*
RF.3.4 Read with sufficient accuracy and fluency to support 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
RF.3.4.a Read grade-level text with purpose and understanding.	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
RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	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 *Language Arts* addresses reading poetry orally in grade 3.

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New Hampshire Standards	Aligned Components of *Reading Foundations*
RF.3.4.c 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, 139, 142, 146, 154

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