

New York State Next Generation English Language Arts Learning Standards (2017)

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

Language

Conventions of Academic English/Language for Learning

New York Standards	Aligned Components of <i>Reading Foundations</i>
1L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	Grade 1, Lessons 4–18
1L1a The student is expected to know and be able to use the skill by the end of 2nd grade. Print upper- and lowercase letters in their name ,Üí Print many upper- and lowercase letters ,Üí Print all upper- and lowercase letters.	Grade 1, Lessons 4–18

Reading

Print Concepts

New York Standards	Aligned Components of <i>Reading Foundations</i>
1RF1 Demonstrate understanding of the organization and basic features of print.	Grade 1, Lessons 5, 6, 12, 15, 17, 51, 54, 57, 61, 64, 67, 71, 74, 77, 84, 87, 91, 94, 97, 101, 104, 107, 111, 114, 117, 121, 124, 127, 131, 132, 134, 135, 137, 141, 142, 144, 145, 147, 151, 152, 154, 155, 157
1RF1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Grade 1, Lessons 5, 6, 12, 15, 17, 51, 54, 57, 61, 64, 67, 71, 74, 77, 84, 87, 91, 94, 97, 101, 104, 107, 111, 114, 117, 121, 124, 127, 131, 132, 134, 135, 137, 141, 142, 144, 145, 147, 151, 152, 154, 155, 157

Reading**Phonological Awareness**

New York Standards	Aligned Components of <i>Reading Foundations</i>
1RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Grade 1, Lessons 2, 4–18, 20–38, 40–58, 60–78, 80–98, 100–137, 139–147, 150–157
1RF2a Count, blend and segment single syllable words that include consonant blends.	Grade 1, Lessons 2, 4–18, 20–38, 40–58, 60–78, 80–98, 100–118, 120–137, 140–147, 150–157
1RF2b Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.	Grade 1, Lessons 26, 29, 30, 40, 46, 49, 56, 66, 69, 76, 89, 96, 106, 109, 126, 129, 146, 149. Kindergarten, Lessons 5, 80, 83, 86, 90, 93, 96, 100, 103, 106, 111, 113
1RF2c Manipulate individual sounds (phonemes) in single-syllable spoken words.	Grade 1, Lessons 26, 29, 30, 40, 46, 49, 56, 66, 69, 76, 89, 96, 106, 109, 126, 129, 146, 149. Kindergarten, Lessons 5, 80, 83, 86, 90, 93, 96, 100, 103, 106, 111, 113

Reading**Phonics and Word Recognition**

New York Standards	Aligned Components of <i>Reading Foundations</i>
1RF3 Know and apply phonics and word analysis skills in decoding words.	Grade 1, Lessons 1, 2, 4–138, 140–148, 150–158
1RF3a Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th).	Grade 1, Lessons 1–2, 6–9, 11–17, 19–29, 31–59, 61–107, 109–118, 120–128, 130–138, 140–148, 150–158

New York Standards	Aligned Components of <i>Reading Foundations</i>
1RF3b Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).	Grade 1, Lessons 9, 12, 15, 17, 21–27, 31, 32, 34, 35, 42–45, 51, 52, 54–58, 60–69, 71, 74–97, 99–111, 113–117, 119–124, 126, 127, 130–138, 140–148, 150–158
1RF3c Decode regularly spelled one-syllable words.	Grade 1, Lessons 1, 2, 4–18, 20–77, 79–117, 120–127, 130–138, 140–148, 150–158
1RF3d Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.	Grade 1, Lessons 103, 104, 106, 110–117, 120–122
1RF3e Decode two-syllable words following basic patterns by breaking the words into syllables.	Grade 1, Lessons 22, 25, 31, 32, 42, 52, 55, 61, 62, 64–67, 70–75, 77, 80–82, 84, 85, 87, 91, 92, 94, 95, 97, 100–107, 110–117, 120–122, 124–127, 130–138, 140–148, 150–158
1RF3f Recognize and identify root words and simple suffixes (e.g., run, runs, walk, walked).	Grade 1, Lessons 4–17, 20–27, 31–32, 34–35, 37, 42, 44–47, 50–55, 57, 60–68, 70–77, 80–87, 90–97, 100–105, 107, 110–112, 114–115, 117, 120–127, 130–138, 140–158
1RF3g Read most common high-frequency words by sight.	Grade 1, Lessons 1, 2, 4–138, 140–148, 150–158 <i>Reading Foundations</i> addresses general high-frequency sight-word reading in Kindergarten. Kindergarten, Lessons 10, 12–14, 16, 18, 20–22, 24, 26, 28–32, 34, 36–38, 40, 42, 44–46, 48, 50, 52–54, 56, 58, 60–62, 64, 66, 68–70, 72, 74–128, 130–138, 140–148, 150–158

Reading**Fluency**

New York Standards	Aligned Components of <i>Reading Foundations</i>
1RF4 Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.	Grade 1, Lessons 1, 2, 5, 6, 8, 9, 11, 12, 14, 15, 17, 21, 22, 24, 25, 27, 31, 32, 34, 35, 37, 41, 42, 44, 45, 47, 51, 52, 54, 55, 57, 61, 62, 64, 65, 67, 71, 72, 74, 75, 77, 81, 82, 84, 85, 87, 91, 92, 94, 95, 97, 101, 102, 104, 105, 107, 111, 112, 114, 115, 117, 121, 122, 124, 125, 127, 131, 132, 134, 135, 137, 141, 142, 144, 145, 147, 151, 152, 154, 155, 157
1RF4a Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.	Grade 1, Lessons 1, 2, 5, 6, 8, 9, 11, 12, 14, 15, 17, 21, 22, 24, 25, 27, 31, 32, 34, 35, 37, 41, 42, 44, 45, 47, 51, 52, 54, 55, 57, 61, 62, 64, 65, 67, 71, 72, 74, 75, 77, 81, 82, 84, 85, 87, 91, 92, 94, 95, 97, 101, 102, 104, 105, 107, 111, 112, 114, 115, 117, 121, 122, 124, 125, 127, 131, 132, 134, 135, 137, 141, 142, 144, 145, 147, 151, 152, 154, 155, 157
1RF4b Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Grade 1, Lessons 5, 6, 8, 9, 11, 12, 14, 15, 17, 21, 22, 24, 25, 27, 31, 32, 34, 35, 37, 41, 42, 44, 45, 47, 51, 52, 54, 55, 57, 61, 62, 64, 65, 67, 71, 72, 74, 75, 77, 81, 82, 84, 85, 87, 91, 92, 94, 95, 97, 101, 102, 104, 105, 107, 111, 112, 114, 115, 117, 121, 122, 124, 125, 127, 131, 132, 134, 135, 137, 141, 142, 144, 145, 147, 151, 152, 154, 155, 157