

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>
KL1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	Kindergarten, Lesson 3
KL1a 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.	Kindergarten, Lesson 3

Reading

Print Concepts

New York Standards	Aligned Components of <i>Reading Foundations</i>
KRF1 Demonstrate understanding of the organization and basic features of print.	Kindergarten, Lessons 1, 2, 8–87, 90–97, 100–107, 110–117, 119–127, 130–137, 140–147, 150–157
KRF1a Follow words 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
KRF1b Recognize that spoken words are represented in written language by specific sequences of letters.	Kindergarten, Lessons 1, 2, 9–12, 15–20, 23–29, 31–37, 39–45, 47–53, 55–61, 63–69, 71–74, 76–78, 80–87, 90–97, 100–107, 110–117, 119–127, 130–137, 140–147, 150–157

New York Standards	Aligned Components of <i>Reading Foundations</i>
KRF1c Understand that words are separated by spaces in print.	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 29, 32, 34, 36, 37, 40, 42, 44, 45, 48, 50, 52, 53, 56, 58, 60, 61, 64, 66, 68, 69, 72, 74, 76–78, 81, 82, 84, 85, 87, 91, 92, 94, 95, 97, 101, 102, 104, 105, 107, 111, 112, 114, 115, 117, 120, 121, 123, 124, 127, 130, 131, 133, 134, 137, 140, 141, 143, 144, 147, 150, 151, 153, 154, 157
KRF1d Recognize and name all upper- and lowercase letters of the alphabet.	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
KRF1e Identify the front cover, back cover, and title page of a book.	Kindergarten, Lessons 13, 21, 37

Reading

Phonological Awareness

New York Standards	Aligned Components of <i>Reading Foundations</i>
KRF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Kindergarten, Lessons 1–20, 23–28, 31–36, 39–75, 77, 78, 80–120, 123, 127, 130, 133, 137, 139, 140, 143, 147, 150, 153, 157
KRF2a Recognize and produce spoken rhyming words.	Kindergarten, Lessons 4, 5
KRF2b Blend and segment syllables in spoken words.	Kindergarten, Lessons 1–3, 113
KRF2c Blend and segment onsets and rimes of spoken words.	Kindergarten, Lessons 6–20, 23–28, 31–36, 39–75, 77, 78, 80–101, 103–112, 114–120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157

New York Standards	Aligned Components of <i>Reading Foundations</i>
KRF2d Blend and segment individual sounds (phonemes) in spoken one-syllable words.	Kindergarten, Lessons 39–75, 81–82, 84–85, 87–89, 91–92, 94–95, 97–99, 101–102, 104–105, 107–109, 111–112, 114–115, 117–118, 121–122, 124–125, 127–128, 131–132, 134–135, 137–138, 141–142, 144–145, 147–148, 151–152, 154–155, 157–158
KRF2e Create new words by manipulating the phonemes orally in one-syllable words.	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>
KRF3 Know and apply grade-level phonics and word analysis skills in decoding words.	Kindergarten, Lessons 6–128, 130–138, 140–148, 150–158
KRF3a Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.	Kindergarten, Lessons 6–87, 90–97, 100–107, 110–117, 119–128, 130–138, 140–148, 150–158
KRF3b Decode short vowel sounds with common spellings.	Kindergarten, Lessons 9–12, 14–20, 22–87, 89–97, 99–107, 109–112, 114–117, 119–128, 130–138, 140–148, 150–158
KRF3c Decode some regularly spelled one-syllable words.	Kindergarten, Lessons 9–12, 15–20, 23–28, 31–36, 39–44, 47–52, 55–60, 63–68, 71–74, 77–78, 80–81, 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, 135–137, 140, 142–143, 145–147, 150, 152–153, 155–157

New York Standards	Aligned Components of <i>Reading Foundations</i>
KRF3d Read common high-frequency words by sight.	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, 74–128, 130–138, 140–148, 150–158

Reading

Fluency

New York Standards	Aligned Components of <i>Reading Foundations</i>
KRF4 Will engage with emergent level texts and read-alouds to demonstrate comprehension.	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 29, 32, 34, 36, 37, 40, 42, 44, 45, 48, 50, 52, 53, 56, 58, 60, 61, 64, 66, 68, 69, 72, 74, 76–78, 81, 82, 84, 85, 87, 91, 92, 94, 95, 97, 101, 102, 104, 105, 107, 111, 112, 114, 115, 117, 120, 121, 123, 124, 127, 130, 131, 133, 134, 137, 140, 141, 143, 144, 147, 150, 151, 153, 154, 157