

New Jersey Student Learning Standards English Language Arts (2023)

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

Language

Sentence Composition (Grammar, Syntax, and Punctuation)

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.KL.1.1 With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.	This standard is addressed in <i>Language Arts</i> .

Language

Print Concepts

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.RF.1.1 Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Grade 1, Lessons 5, 6, 8, 11, 12, 14, 15, 17, 21, 24, 27, 31, 34, 37, 41, 44, 47, 51, 54, 57, 61, 64, 67, 71, 74, 77, 81, 84, 87, 91, 94, 97, 101, 104, 107, 111, 114, 117, 121, 124, 127, 131, 134, 137, 141, 144, 147, 151, 152, 154, 155, 157

Language

Phonological Awareness

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Grade 1, Lessons 2–157

L.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.	Grade 1, Lessons 19, 39, 59, 79, 99, 113, 119, 139
L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Grade 1, Lessons 2, 4–17, 20–27, 29–37, 40–47, 49–57, 60–67, 69–77, 80–87, 89–97, 100–107, 109–117, 120–127, 129–137, 140–147, 149–157
L.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Grade 1, Lessons 3, 4, 7, 10, 13, 16, 20, 23, 26, 29, 30, 33, 36, 40, 43, 46, 49, 50, 53, 56, 60, 63, 66, 69, 70, 73, 76, 80, 83, 86, 89, 90, 93, 96, 100, 106, 109, 110, 116, 120, 123, 126, 129, 130, 133, 136, 140, 143, 146, 149
L.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Grade 1, Lessons 2, 4, 6, 7, 9, 10, 12, 13, 15, 16, 18, 20, 22, 23, 25, 26, 28, 30, 32, 33, 35, 36, 38, 40, 42, 43, 45, 46, 48, 50, 52, 53, 55, 56, 58, 60, 62, 63, 65, 66, 68, 70, 72, 75, 76, 78, 80, 82, 83, 85, 86, 88, 90, 92, 93, 95, 96, 98, 100, 102–105, 108, 112, 115, 118, 122, 123, 125, 126, 128, 130, 132, 133, 135, 136, 138, 140, 142, 143, 145, 148

Language

Phonics and Word Recognition

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Grade 1, Lessons 1, 2, 4–158
L.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	Grade 1, Lessons 1, 2, 6–9, 11–17, 19–29, 31–59, 61–107, 109–118, 120–128, 130–135, 137, 139–158

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.RF.1.3.B Decode regularly spelled one-syllable words.	Grade 1, Lessons 1, 2, 4–18, 20–77, 79–117, 119–127, 130–137, 140–147, 150–158
L.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.	Grade 1, Lessons 9, 12, 15, 17, 21–27, 31, 32, 34, 35, 42–44, 51, 52, 54–58, 60–69, 71, 74–97, 99–111, 113–117, 119–124, 126, 127, 130–135, 137, 139–148, 150–158
L.RF.1.3.D Distinguish long and short vowels when reading regularly spelled one-syllable words.	Grade 1, Lessons 19, 39, 59, 79, 119, 139, 159
L.RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.	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, 131–137, 140–147, 150–158
L.RF.1.3.F Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).	Grade 1, Lessons 1, 2, 4–117, 119–158
L.RF.1.3.G Recognize the parts of high-frequency words that are regular and the parts that are irregular.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address recognizing regular and irregular parts of high-frequency words. Grade 1, Lessons 1, 2, 4–117, 119–158

Language**Fluency**

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.RF.1.4 Read 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
L.RF.1.4.A Read grade-level text with purpose and understanding.	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
L.RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.	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
L.RF.1.4.C 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

Language

Sentence Composition (Grammar, Syntax, and Punctuation)

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.VI.1.3 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	This standard is addressed in <i>Language Arts</i> .
L.VI.1.3.A Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	This standard is addressed in <i>Language Arts</i> .
L.VI.1.3.B Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	This standard is addressed in <i>Language Arts</i> .
L.VI.1.3.C Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	This standard is addressed in <i>Language Arts</i> .
L.VI.1.3.D Identify real-life connections between words and their use (e.g., note places at home that are cozy).	This standard is addressed in <i>Language Arts</i> .
L.VI.1.3.E Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	This standard is addressed in <i>Language Arts</i> .

L.VL.1.2 Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.	This standard is addressed in <i>Language Arts</i> .
L.VL.1.2.A Choose flexibly from an array of strategies to determine the meaning of words and phrases.	This standard is addressed in <i>Language Arts</i> .
L.VL.1.2.B Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	This standard is addressed in <i>Language Arts</i> .

Language

Sound-Letter Basics

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.WF.1.1 Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).	Grade 1, Lessons 1–118, 120–128, 130–158
L.WF.1.1.A Write the upper and lowercase alphabets from memory.	Grade 1, Lessons 3–5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 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, 134, 136, 137, 140, 141, 143, 144, 146, 147, 151, 154, 157
L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme.	Grade 1, Lessons 1–3, 5–9, 11–17, 19–29, 31–117, 120–124, 126, 127, 130–135, 137, 139–158

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.WF.1.1.C Orally segment the phonemes in any single syllable, spoken word.	Grade 1, Lessons 2, 4, 6, 7, 9, 10, 12, 13, 15, 16, 18, 20, 22, 23, 25, 26, 28, 30, 32, 33, 35, 36, 38, 40, 42, 43, 45, 46, 48, 50, 52, 53, 55, 56, 58, 60, 62, 63, 65, 66, 68, 70, 72, 75, 76, 78, 80, 82, 83, 85, 86, 88, 90, 92, 93, 95, 96, 98, 100, 102–105, 108, 112, 115, 118, 122, 123, 125, 126, 128, 130, 132, 133, 135, 136, 138, 140, 142, 143, 145, 148
L.WF.1.1.D Recognize that each syllable is organized around a vowel sound.	Grade 1, Lessons 63, 66, 70, 73, 103, 106, 110, 111, 113, 114, 116, 117, 120, 121, 124, 131, 134, 137, 141, 143, 144, 146, 147

Language

Spelling

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.WF.1.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:	Grade 1, Lessons 1, 2, 4–17, 19–107, 109–118, 120–128, 130–137, 139–158
L.WF.1.2.A Short vowels and single consonants.	Grade 1, Lessons 4, 5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 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, 134, 136, 137, 140, 141, 143, 144, 146, 147, 151, 154, 157
L.WF.1.2.B Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).	Grade 1, Lessons 1, 2, 4–17, 19–107, 109–118, 120–128, 130–137, 139–158
L.WF.1.2.C Initial and final consonant blends (must, slab, plump).	Grade 1, Lessons 4, 5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 81, 83, 84, 86, 87, 90,

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
	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, 141, 143, 144, 146, 147, 151, 154, 157

Language

Sentence Composition (Grammar, Syntax, and Punctuation)

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.WF.1.3 Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):	Grade 1, Lessons 5, 8, 11, 14, 17, 21, 24, 27, 31, 34, 37, 41, 44, 47, 51, 54, 57, 61, 64, 67, 71, 74, 77, 81, 84, 87, 91, 94, 97, 101, 104, 107, 111, 114, 117, 121, 124, 127, 131, 134, 137, 141, 144, 147
L.WF.1.3.A Write sentences with increasing complexity.	This standard is addressed in <i>Language Arts</i> .
L.WF.1.3.B Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.	This standard is addressed in <i>Language Arts</i> .
L.WF.1.3.C Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.	Grade 1, Lessons 5, 8, 11, 14, 17, 21, 24, 27, 31, 34, 37, 41, 44, 47, 51, 54, 57, 61, 64, 67, 71, 74, 77, 81, 84, 87, 91, 94, 97, 101, 104, 107, 111, 114, 117, 121, 124, 127, 131, 134, 137, 141, 144, 147, 151, 154, 157 Capitalization of the days of the week and months is addressed in <i>Language Arts</i> .
L.WF.1.3.D Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.	Grade 1, Lessons 5, 8, 11, 14, 17, 21, 24, 27, 31, 34, 37, 41, 44, 47, 51, 54, 57, 61, 64, 67, 71, 74, 77, 81, 84, 87, 91, 94, 97, 101, 104, 107, 111, 114, 117, 121, 124, 127, 131, 134, 137, 141, 144, 147

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.WF.1.3.E Use commas in dates and to separate single words in a series.	This standard is addressed in <i>Language Arts</i> .
L.WF.1.3.F Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.	This standard is addressed in <i>Language Arts</i> .
L.WF.1.3.G Write statements in response to questions, and questions transformed from statements, using conventional word order.	<i>Reading Foundations</i> does not address this standard.
L.WF.1.3.H Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.	This standard is addressed in <i>Language Arts</i> .
L.WF.1.3.I Use conjunctions appropriately in sentences (e.g., and, but, so, and because).	This standard is addressed in <i>Language Arts</i> .