

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.2.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	This standard is addressed in <i>Language Arts</i> .
L.KL.2.1.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	This standard is addressed in <i>Language Arts</i> .
L.KL.2.1.B Compare formal and informal uses of English.	This standard is addressed in <i>Language Arts</i> .

Language

Phonics and Word Recognition

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Grade 2, Lessons 1–159
L.RF.2.3.A Know spelling-sound correspondences for common vowel teams.	Grade 2, Lessons 2–4, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 28, 30–33, 41–43, 46–55, 57–64, 66–75, 77–103, 105–141, 143–159
L.RF.2.3.B Decode regularly spelled two-syllable words with long vowels.	Grade 2, Lessons 3, 16, 31, 36, 38, 41–43, 45–47, 49, 50, 52, 53, 55–63, 65–67, 69–73, 77–79, 81–83, 88, 90–93, 97–100, 102, 103, 106–113, 115–123, 126–133, 136–138, 140–146, 149–156

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.RF.2.3.C Decode words with common prefixes and suffixes.	Grade 2, Lessons 2, 3, 6–13, 16–18, 20–23, 26–34, 36–43, 46–49, 52, 53, 55–63, 66–73, 76–83, 86–93, 97–103, 106–113, 116–123, 126–133, 136–141, 143–146, 149–156
L.RF.2.3.D Identify words with inconsistent but common spelling-sound correspondences.	Grade 2, Lessons 2–4, 6, 7, 9–13, 15–17, 20, 21, 23, 25, 27–33, 35, 37, 38, 40–43, 45–50, 52, 53, 55–75, 77–97, 99–103, 105–123, 125–127, 129–159
L.RF.2.3.E Recognize and read grade-appropriate irregularly spelled words.	Grade 2, Lessons 2–159
L.RF.2.3.F Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).	Grade 2, Lessons 2–159
L.RF.2.3.G Identify 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 2, Lessons 1–159

Language

Fluency

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	Grade 2, Lessons 1, 2, 4, 5, 7, 8, 10, 11, 13, 17, 18, 20, 21, 23, 27, 28, 30, 31, 33, 37, 38, 40, 41, 43, 47, 48, 50, 51, 53, 57, 58, 60, 61, 63, 67, 68, 70, 71, 73, 77, 78, 80, 81, 83, 87, 88, 90, 91, 93, 97, 98, 100, 101, 103, 107, 108, 110, 111, 113, 117, 118, 120, 121, 123, 127, 128, 130, 131, 133, 137, 138, 140, 141, 143, 144, 146, 150, 151, 153, 154, 156

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.RF.2.4.A Read grade-level text with purpose and understanding.	Grade 2, Lessons 1, 2, 4, 5, 7, 8, 10, 11, 13, 17, 18, 20, 21, 23, 27, 28, 30, 31, 33, 37, 38, 40, 41, 43, 47, 48, 50, 51, 53, 57, 58, 60, 61, 63, 67, 68, 70, 71, 73, 77, 78, 80, 81, 83, 87, 88, 90, 91, 93, 97, 98, 100, 101, 103, 107, 108, 110, 111, 113, 117, 118, 120, 121, 123, 127, 128, 130, 131, 133, 137, 138, 140, 141, 143, 144, 146, 150, 151, 153, 154, 156
L.RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.	Grade 2, Lessons 1, 2, 4, 5, 7, 8, 10, 11, 13, 17, 18, 20, 21, 23, 27, 28, 30, 31, 33, 37, 38, 40, 41, 43, 47, 48, 50, 51, 53, 57, 58, 60, 61, 63, 67, 68, 70, 71, 73, 77, 78, 80, 81, 83, 87, 88, 90, 91, 93, 97, 98, 100, 101, 103, 107, 108, 110, 111, 113, 117, 118, 120, 121, 123, 127, 128, 130, 131, 133, 137, 138, 140, 141, 143, 144, 146, 150, 151, 153, 154, 156
L.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Grade 2, Lessons 2, 4, 5, 7, 8, 10, 11, 13, 17, 18, 20, 21, 23, 27, 28, 30, 31, 33, 37, 38, 40, 41, 43, 47, 48, 50, 51, 53, 57, 58, 60, 61, 63, 67, 68, 70, 71, 73, 77, 78, 80, 81, 83, 87, 88, 90, 91, 93, 97, 98, 100, 101, 103, 107, 108, 110, 111, 113, 117, 118, 120, 121, 123, 127, 128, 130, 131, 133, 137, 138, 140, 141, 143, 144, 146, 150, 151, 153, 154, 156

Language

Sentence Composition (Grammar, Syntax, and Punctuation)

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.VI.2.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	This standard is addressed in <i>Language Arts</i> .
L.VI.2.3.A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	This standard is addressed in <i>Language Arts</i> .

L.VI.2.3.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	This standard is addressed in <i>Language Arts</i>.
L.VI.2.3.C Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	This standard is addressed in <i>Language Arts</i>.
L.VL.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	This standard is addressed in <i>Language Arts</i>.
L.VL.2.2.A Use sentence-level context as a clue to the meaning of a word or phrase.	This standard is addressed in <i>Language Arts</i>.
L.VL.2.2.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	This standard is addressed in <i>Language Arts</i>.
L.VL.2.2.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	This standard is addressed in <i>Language Arts</i>.
L.VL.2.2.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	This standard is addressed in <i>Language Arts</i>.

L.VL.2.2.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	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.2.1 Demonstrate command of the conventions of writing.	Grade 2, Lessons 2–4, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 28, 30–33, 41–43, 46–55, 57–64, 66–75, 77–103, 105–141, 143–159
L.WF.2.1.A Write legibly and with sufficient fluency to support composition.	Grade 2, Lessons 4, 7, 10, 13, 17, 20, 23, 27, 30, 33, 37, 40, 43, 47, 50, 53, 57, 60, 63, 67, 70, 73, 77, 80, 83, 87, 90, 93, 97, 100, 103, 107, 110, 113, 117, 120, 123, 127, 130, 133, 137, 140, 143, 146, 150, 153, 156
L.WF.2.1.B Write the most common graphemes (letters or letter groups) for each phoneme, for example:	Grade 2, Lessons 2–4, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 28, 30–33, 41–43, 46–55, 57–64, 66–75, 77–103, 105–141, 143–159
L.WF.2.1.B.i Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address the multi-grapheme consonant alternative /f/ = ph. Grade 2, Lessons 16–18, 22–24, 42–144
L.WF.2.1.B.ii Vowels: /æ/ = o, oe, oa, ow; /fÅ/ = a, a_e, ai, ay, eigh.	Grade 2, Lessons 2–4, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 28, 30–33, 41–43, 46–55, 57–64, 66–75, 77–103, 105–141, 143–159

Language

Spelling

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.WF.2.2 Demonstrate command of the conventions of encoding and spelling.	Grade 2, Lessons 1–4, 6–14, 16, 17, 19–23, 26–43, 46–159
L.WF.2.2.A Regular, single-syllable words that include:	Grade 2, Lessons 1–4, 6–14, 16, 17, 19–23, 26–33, 36, 37, 39–43, 46–64, 66–103, 105–159
L.WF.2.2.A.i Position-based patterns (ch, -tch; k, -ck; -ge, -dge).	Grade 2, Lessons 1, 3, 4, 6, 7, 9, 10, 12, 13, 16, 17, 19, 20, 22, 23, 26, 27, 29, 30, 32, 33, 36, 37, 39, 40, 42, 43, 46, 47, 49, 50, 52, 53, 56, 57, 59, 60, 62, 63, 66, 67, 69, 70, 72, 73, 76, 77, 79, 80, 82, 83, 86, 87, 89, 90, 92, 93, 96, 97, 99, 100, 102, 103, 106, 107, 109, 110, 112, 113, 116, 117, 119, 120, 122, 123, 126, 127, 129, 130, 132, 133, 136, 137, 139, 140, 142, 143, 145, 146, 149, 150, 152, 153, 155, 156
L.WF.2.2.A.ii Complex consonant blends (scr, str, squ).	Grade 2, Lessons 1, 3, 4, 6, 7, 9, 10, 12, 13, 16, 17, 19, 20, 22, 23, 26, 27, 29, 30, 32, 33, 36, 37, 39, 40, 42, 43, 46, 47, 49, 50, 52, 53, 56, 57, 59, 60, 62, 63, 66, 67, 69, 70, 72, 73, 76, 77, 79, 80, 82, 83, 86, 87, 89, 90, 92, 93, 96, 97, 99, 100, 102, 103, 106, 107, 109, 110, 112, 113, 116, 117, 119, 120, 122, 123, 126, 127, 129, 130, 132, 133, 136, 137, 139, 140, 142, 143, 145, 146, 149, 150, 152, 153, 155, 156
L.WF.2.2.A.iii Less common vowel teams for long vowels (ow, oo, au, ou, ue).	Grade 2, Lessons 2–4, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 28, 30–33, 41–43, 46–55, 57–64, 66–75, 77–103, 105–141, 143–159
L.WF.2.2.A.iv Vowel-r combinations (turn, star, third, four/for).	Grade 2, Lessons 1, 3, 4, 6, 7, 9, 10, 12, 13, 16, 17, 19, 20, 22, 23, 26, 27, 29, 30, 32, 33, 36, 37, 39, 40, 42, 43, 46, 47, 49, 50, 52, 53, 56, 57, 59, 60, 62, 63, 66, 67, 69, 70, 72, 73, 76, 77, 79, 80, 82, 83, 86, 87, 89, 90, 92, 93, 96, 97, 99, 100, 102, 103, 106, 107, 109, 110, 112, 113, 116, 117, 119, 120, 122, 123, 126, 127, 129, 130, 132, 133, 136, 137, 139, 140, 142, 143, 145, 146, 149, 150, 152, 153, 155, 156

L.WF.2.2.A.v Contractions (we'll; I'm; they've; don't).	Grade 2, Lesson 100
L.WF.2.2.A.vi Homophones (bear, bare; past, passed).	<i>Reading Foundations</i> addresses this standard in grade 3. Grade 3, Lessons 136, 137, 138, 139.
L.WF.2.2.A.vii Plurals and possessives (its, it's).	<i>Reading Foundations</i> does not address this standard.
L.WF.2.2.B Regular two- and three-syllable words that:	Grade 2, Lessons 1, 3, 4, 6, 7, 9, 10, 12, 13, 16, 17, 19–23, 26, 27, 29–40, 42, 43, 46, 47, 49, 50, 52, 53, 56–70, 72–83, 86, 87, 89, 90, 92, 93, 95–97, 99–107, 109, 110, 112–114, 116–120, 122, 123, 126, 127, 129–133, 136, 137, 139, 140, 142–147, 149, 150, 152, 153, 155, 156
L.WF.2.2.B.i Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).	Grade 2, Lessons 1, 3, 4, 6, 7, 9, 10, 12, 13, 16, 17, 19, 20, 22, 23, 26, 27, 29, 30, 32, 33, 36, 37, 39, 40, 42, 43, 46, 47, 49, 50, 52, 53, 56, 57, 59, 60, 62, 63, 66, 67, 69, 70, 72, 73, 76, 77, 79, 80, 82, 83, 86, 87, 89, 90, 92, 93, 96, 97, 99, 100, 102, 103, 106, 107, 109, 110, 112, 113, 116, 117, 119, 120, 122, 123, 126, 127, 129, 130, 132, 133, 136, 137, 139, 140, 142, 143, 145, 146, 149, 150, 152, 153, 155, 156
L.WF.2.2.B.ii Are compounds comprising familiar parts (houseboat; yellowtail).	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address similar parts. Grade 2, Lessons 52–54
L.WF.2.2.B.iii Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).	Grade 2, Lessons 2–3, 6–13, 16–18, 20–23, 26–34, 36–43, 46–49, 52–53, 55–63, 66–73, 76–83, 86–93, 97–103, 106–113, 116–123, 126–133, 136–141, 143–146, 149–156 <i>Reading Foundations</i> addresses decoding words with the prefix en– and the suffix –ment in grade 3. 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.WF.2.2.C Words with suffixes that require:	Grade 2, Lessons 29–34
L.WF.2.2.C.i consonant doubling (penning, slimmed).	Grade 2, Lessons 32, 33, 34
L.WF.2.2.C.ii dropping silent-e (smiled, paving).	Grade 2, Lessons 29, 30, 31, 32, 33, 34
L.WF.2.2.D Most often used words in English:	Grade 2, Lessons 1, 4, 7, 10, 13, 17, 20, 23, 27, 30, 33, 37, 40, 43, 47, 50, 52, 53, 57, 60, 63, 67, 70, 73, 77, 80, 83, 87, 90, 93, 96, 97, 100, 103, 107, 110, 113, 117, 120, 123, 127, 130, 133, 137, 140, 143, 146, 150, 153, 156
L.WF.2.2.D.i Irregular words (against, many, enough, does).	Grade 2, Lessons 1, 4, 7, 10, 13, 17, 20, 23, 27, 30, 33, 37, 40, 43, 47, 50, 52, 53, 57, 60, 63, 67, 70, 73, 77, 80, 83, 87, 90, 93, 96, 97, 100, 103, 107, 110, 113, 117, 120, 123, 127, 130, 133, 137, 140, 143, 146, 150, 153, 156
L.WF.2.2.D.ii Pattern-based words (which, kind, have).	Grade 2, Lessons 1, 4, 7, 10, 13, 17, 20, 23, 27, 30, 33, 37, 40, 43, 47, 50, 52, 53, 57, 60, 63, 67, 70, 73, 77, 80, 83, 87, 90, 93, 96, 97, 100, 103, 107, 110, 113, 117, 120, 123, 127, 130, 133, 137, 140, 143, 146, 150, 153, 156

Language

Sentence Composition (Grammar, Syntax, and Punctuation)

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.	Grade 2, Lessons 67, 100, 117

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.WF.2.3.A With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.	This standard is addressed in <i>Language Arts</i> .
L.WF.2.3.B Capitalize holidays, product names and geographic names.	Grade 2, Lessons 67, 117
L.WF.2.3.C Supply adjectives in noun phrases to make them more precise or engaging.	This standard is addressed in <i>Language Arts</i> .
L.WF.2.3.D Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.	This standard is addressed in <i>Language Arts</i> .
L.WF.2.3.E Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.	This standard is addressed in <i>Language Arts</i> .
L.WF.2.3.F Use an apostrophe to form contractions and frequently occurring possessives.	Grade 2, Lesson 100
L.WF.2.3.G With assistance, link sentences into a simple, cohesive paragraph with a main idea.	This standard is addressed in <i>Language Arts</i> .