

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.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	This standard is addressed in <i>Language Arts</i> .
L.KL.3.1.A Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.	This standard is addressed in <i>Language Arts</i> .
L.KL.3.1.B Choose words and phrases for effect.	This standard is addressed in <i>Language Arts</i> .
L.KL.3.1.C Recognize and observe differences between the conventions of spoken and written 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.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	Grade 3, Lessons 1–5, 21–24, 31–50, 56–68, 74–81, 84–86, 88, 89, 92–107, 114, 116–118, 120–122, 124–133, 136–140, 142, 144, 146–148, 152, 154, 155

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.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
L.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
L.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
L.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
L.RF.3.3.E Analyze 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 3, Lessons 21, 23, 24, 31, 33, 37, 41, 43–50, 56, 59, 63, 67, 76, 80, 81, 84–86, 88, 89, 98, 102, 106, 116, 117, 120, 121, 124, 125, 128, 132, 136–140, 142, 144, 146–148, 154, 155

Language Fluency

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.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

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.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
L.RF.3.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.	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
L.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

Language

Sentence Composition (Grammar, Syntax, and Punctuation)

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.VI.3.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	This standard is addressed in <i>Language Arts</i> .
L.VI.3.3.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	This standard is addressed in <i>Language Arts</i> .
L.VI.3.3.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	This standard is addressed in <i>Language Arts</i> .

L.VI.3.3.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	This standard is addressed in <i>Language Arts</i>.
L.VL.3.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VL.3.2.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.VL.3.2.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.VL.3.2.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
L.VL.3.2.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	This standard is addressed in <i>Language Arts</i>.

Language

Spelling

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.WF.3.2 Demonstrate command of the conventions of encoding and spelling.	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.WF.3.2.A Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).	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
L.WF.3.2.B Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.	This standard is addressed in <i>Language Arts</i> .
L.WF.3.2.C Identify language of word origin, as noted in dictionaries.	<i>Reading Foundations</i> does not address this standard.
L.WF.3.2.D Spell singular and plural possessives (teacher's; teachers').	Grade 3, Lessons 56, 85
L.WF.3.2.E Change y to i (cried) in words with suffixes, when required.	Grade 3, Lessons 21, 23, 31, 32, 34, 35, 38, 40, 42–44, 46–48, 50, 57, 60, 66, 79, 81, 83, 85–87, 89, 96, 99–101, 103, 114, 115, 117–119, 121–123, 125, 126, 129, 130, 133, 140, 144, 147, 148, 155
L.WF.3.2.F Spell regular two- and three-syllable words that:	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
L.WF.3.2.F.i	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,

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.	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.WF.3.2.F.ii Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.	Grade 3, Lessons 21–24, 57–60, 65–68, 130–133, 144–147 <i>Reading Foundations</i> addresses the prefixes mis– and sub– in grade 5. Grade 5, Lessons 6, 67, 68, 70
L.WF.3.2.G Spell common words in English, including regular and irregular forms.	Grade 3, Lessons 21, 23, 31, 43, 44, 46–48, 50, 81, 85, 86, 89, 117, 121, 125, 136–138, 140, 144, 147, 148, 155

Language

Sentence Composition (Grammar, Syntax, and Punctuation)

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.WF.3.3 Demonstrate command of the conventions of writing including those listed under grade two foundational skills.	Grade 3, Lessons 46, 50, 56, 85, 89, 117, 121, 125
L.WF.3.3.A Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.	This standard is addressed in <i>Language Arts</i> .
L.WF.3.3.B Capitalize appropriate words in titles.	This standard is addressed in <i>Language Arts</i> .
L.WF.3.3.C Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.	This standard is addressed in <i>Language Arts</i> .

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.WF.3.3.D Use common regular and irregular plural forms, writing nouns and verbs that agree in number.	This standard is addressed in <i>Language Arts</i> .
L.WF.3.3.E Use appropriate pronouns with clear referents.	This standard is addressed in <i>Language Arts</i> .
L.WF.3.3.F Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).	Grade 3, Lessons 46, 50, 56, 85, 89, 117, 121, 125 Commas in addresses or commas and quotation marks in dialogue are addressed in <i>Language Arts</i> .
L.WF.3.3.G Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.	This standard is addressed in <i>Language Arts</i> .
L.WF.3.3.H Paraphrase a main idea or event in order to vary sentence structure and word use.	<i>Reading Foundations</i> does not address this standard.
L.WF.3.3.I Organize ideas into paragraphs with main ideas and supporting details.	This standard is addressed in <i>Language Arts</i> .