

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.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	This standard is addressed in <i>Language Arts</i> .
L.KL.5.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	This standard is addressed in <i>Language Arts</i> .
L.KL.5.1.B Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	This standard is addressed in <i>Language Arts</i> .
L.KL.5.1.C Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	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.5.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Grade 5, Lessons 1–16, 23–38, 41–56, 59–74, 81–96, 99–114, 121–136, 139, 141, 143, 145, 147, 149, 151, 153

Language**Fluency**

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	Grade 5, Lessons 8, 11, 16, 26, 29, 33, 37, 43, 47, 51, 55, 61, 65, 69, 73, 83, 88, 91, 95, 101, 105, 109, 113, 123, 127, 131, 135, 141, 145, 149, 153
L.RF.5.4.A Read grade-level text with purpose and understanding.	Grade 5, Lessons 8, 11, 16, 26, 29, 33, 37, 43, 47, 51, 55, 61, 65, 69, 73, 83, 88, 91, 95, 101, 105, 109, 113, 123, 127, 131, 135, 141, 145, 149, 153
L.RF.5.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.	Grade 5, Lessons 8, 11, 16, 26, 29, 33, 37, 43, 47, 51, 55, 61, 65, 69, 73, 83, 88, 91, 95, 101, 105, 109, 113, 123, 127, 131, 135, 141, 145, 149, 153
L.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Grade 5, Lessons 8, 11, 16, 26, 29, 33, 37, 43, 47, 51, 55, 61, 65, 69, 73, 83, 88, 91, 95, 101, 105, 109, 113, 123, 127, 131, 135, 141, 145, 149, 153

Language

Sentence Composition (Grammar, Syntax, and Punctuation)

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.VI.5.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	This standard is addressed in <i>Language Arts</i> .
L.VI.5.3.A Interpret figurative language, including similes and metaphors, in context.	This standard is addressed in <i>Language Arts</i> .
L.VI.5.3.B Recognize and explain the meaning of common idioms, adages, and proverbs.	This standard is addressed in <i>Language Arts</i> .
L.VI.5.3.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	This standard is addressed in <i>Language Arts</i> .
L.VL.5.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	Grade 5, Lessons 5–7, 9, 10, 12–15, 23–25, 27, 28, 30–32, 34–36, 38, 41, 42, 44–46, 48–50, 52–54, 56, 59, 60, 62–64, 66–68, 70–72, 74, 81, 82, 84–87, 89, 90, 92–94, 96, 99, 100, 102–104, 106–108, 110–112, 114, 121, 122, 124–126, 128–130, 132–134, 136, 139, 143, 147, 151
L.VL.5.2.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Grade 5, Lessons 6, 7, 24, 28, 30, 31, 34, 35, 50, 53, 54, 59, 63, 67, 68, 71, 85, 86, 89, 93, 99, 108, 111, 125, 129, 133, 134, 139, 143, 147, 151
L.VL.5.2.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	Grade 5, Lessons 5–7, 23–25, 27, 28, 30–32, 34–36, 38, 45, 49, 50, 52–54, 56, 59, 60, 62–64, 66–68, 70–72, 74, 81, 85–87, 89, 90, 92–94, 96, 99, 100, 102–104, 106–108, 110–112, 114, 122, 125, 126, 128–130, 132–134, 136, 139, 143, 147, 151

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.VL.5.2.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	This standard is addressed in <i>Language Arts</i> .
L.WF.5.2 Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.	Grade 5, Lessons 5–7, 9, 10, 12–15, 23–25, 27, 28, 30, 34, 38, 41, 42, 44–46, 48–50, 52, 54, 56, 60, 64, 66–68, 70, 72, 74, 81, 82, 84, 86, 87, 90, 92–94, 96, 100, 102–104, 106–108, 110, 112, 114, 121, 122, 124, 126, 128, 130, 132–134, 136, 139, 143, 147
L.WF.5.2.A Avoid fragments, run-ons and rambling sentences, and comma splices.	This standard is addressed in <i>Language Arts</i> .
L.WF.5.2.B Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.	This standard is addressed in <i>Language Arts</i> .
L.WF.5.2.C Ensure agreement between subject and verb and between pronoun and antecedent.	This standard is addressed in <i>Language Arts</i> .
L.WF.5.2.D Distinguish between frequently confused words.	Grade 5, Lessons 13, 14, 15, 16
L.WF.5.2.E Use idiomatic language and choose words for effect; use punctuation for meaning and effect.	This standard is addressed in <i>Language Arts</i> .

L.WF.5.2.F Use punctuation to separate items in a series; use commas in a series of phrases or clauses.	This standard is addressed in <i>Language Arts</i>.
L.WF.5.2.G Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).	Grade 5, Lessons 84, 121
L.WF.5.2.H Spell grade appropriate words correctly, consulting references as needed.	Grade 5, Lessons 5–7, 9, 10, 12–15, 23–25, 27, 28, 30, 34, 38, 41, 42, 44–46, 48–50, 52, 54, 56, 60, 64, 66–68, 70, 72, 74, 81, 82, 84, 86, 87, 90, 92–94, 96, 100, 102–104, 106–108, 110, 112, 114, 121, 122, 124, 126, 128, 130, 132–134, 136, 139, 143, 147