

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.K.1 With prompting and support, develop knowledge of language and its conventions when speaking and listening.	This standard is addressed in <i>Language Arts</i> .
L.KL.K.1.A Use frequently occurring nouns and verbs.	This standard is addressed in <i>Language Arts</i> .
L.KL.K.1.B Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).	This standard is addressed in <i>Language Arts</i> .
L.KL.K.1.C Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	This standard is addressed in <i>Language Arts</i> .
L.KL.K.1.D Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	This standard is addressed in <i>Language Arts</i> .
L.KL.K.1.E Produce and expand complete sentences in shared language activities.	This standard is addressed in <i>Language Arts</i> .

Language**Print Concepts**

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.RF.K.1 Demonstrate understanding of the organization and basic features of print.	Kindergarten, Lessons 1, 2, 8–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–147, 150–157
L.RF.K.1.A 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
L.RF.K.1.B 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, 120–127, 130–137, 140–147, 150–157
L.RF.K.1.C 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, 121, 122, 124, 125, 127, 131, 132, 134, 135, 137, 140, 141, 143, 144, 147, 150, 151, 153, 154, 157
L.RF.K.1.D 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, 110

Language**Phonological Awareness**

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Kindergarten, Lessons 1–44, 47–52, 55–75, 80–113, 115–133, 135–137, 139, 141, 142, 144–146, 151, 152, 154–156
L.RF.K.2.A Recognize and produce rhyming words.	Kindergarten, Lessons 4, 5
L.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.	Kindergarten, Lessons 1–3, 113, 130, 133
L.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.	Kindergarten, Lessons 6–14
L.RF.K.2.D Orally repeat multi-syllable words and pronounce the separate syllables.	Kindergarten, Lessons 1–3, 113, 130, 133
L.RF.K.2.E Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).	Kindergarten, Lessons 6–12, 15–44, 47–52, 55–75, 80–113, 115–118, 120–128, 130–133, 135–137, 141, 142, 144–146, 151, 152, 154–156
L.RF.K.2.F Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Kindergarten, Lessons 5, 80, 83, 86, 90, 93, 96, 100, 103, 106, 111, 119, 120, 126, 129, 130, 136, 139

Language**Phonics and Word Recognition**

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	Kindergarten, Lessons 6–148, 150–158
L.RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.	Kindergarten, Lessons 6–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–148, 150–158
L.RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Kindergarten, Lessons 9–12, 14–20, 22–87, 89–97, 99–107, 109–112, 114–117, 119–127, 129–137, 139–148, 150–158
L.RF.K.3.C Read high-frequency words and grade level irregular words with automaticity.	Kindergarten, Lessons 10, 11, 18, 19, 24, 25, 40, 41, 64, 65, 66, 67, 68, 69, 72, 73
L.RF.K.3.D 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. 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, 74–148, 150–158
L.RF.K.3.E Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).	Kindergarten, Lessons 83, 111, 120, 126, 136

Language**Fluency**

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.RF.K.4 Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support 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, 121, 122, 124, 125, 127, 131, 132, 134, 135, 137, 140, 141, 143, 144, 147, 150, 151, 153, 154, 157

Language**Sentence Composition (Grammar, Syntax, and Punctuation)**

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.VI.K.3 With guidance and support from adults, explore word relationships and nuances in word meanings.	This standard is addressed in <i>Language Arts</i> .
L.VI.K.3.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	This standard is addressed in <i>Language Arts</i> .
L.VI.K.3.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	This standard is addressed in <i>Language Arts</i> .
L.VI.K.3.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).	This standard is addressed in <i>Language Arts</i> .
L.VI.K.3.D Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	This standard is addressed in <i>Language Arts</i> .
L.VL.K.2 With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Kindergarten, Lessons 36, 37, 40, 45, 48, 50, 53, 61, 64–66, 68, 69, 71–74, 76, 78, 83–85, 87, 91, 95–97, 101, 102, 105, 112–117, 120–124, 127, 130–137, 140–147, 150–157

L.VL.K.2.A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	This standard is addressed in <i>Language Arts</i> .
L.VL.K.2.B Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.	Kindergarten, Lessons 36, 37, 40, 45, 48, 50, 53, 61, 64–66, 68, 69, 71–74, 76, 78, 83–85, 87, 91, 95–97, 101, 102, 105, 112–117, 120–124, 127, 130–137, 140–147, 150–157

Language

Sound-Letter Basics

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.WF.K.1 Demonstrate command of the conventions of writing.	Kindergarten, Lessons 3–12, 15–20, 23–28, 32–36, 39–44, 47–52, 55–60, 63–68, 71–74, 76–81, 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, 143, 147, 150, 153, 157
L.WF.K.1.A Match upper and lowercase letters.	Kindergarten, Lessons 6–9, 11, 15, 17, 19, 23, 25, 27, 33, 35, 39, 41, 43, 47, 49, 51, 55, 57, 59, 63, 65, 67, 71, 73
L.WF.K.1.B Write upper and lowercase letters, with reference to a model.	Kindergarten, Lessons 3–12, 15–20, 23–28, 32–36, 39–44, 47–52, 55–60, 63–68, 71–74, 76–81, 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, 143, 147, 150, 153, 157
L.WF.K.1.C Write left to right and include a space between words.	Kindergarten, Lessons 3–7, 9–12, 15–20, 23–28, 32–36, 39–44, 47–52, 55–60, 63–68, 71–74, 78, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137, 140, 143, 147, 150, 153, 157

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.WF.K.1.D Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.	Kindergarten, Lessons 6–74, 113–115
L.WF.K.1.E Write a common grapheme (letter or letter group) for each phoneme.	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 32, 34, 36, 40, 42, 44, 48, 50, 52, 56, 58, 60, 64, 66, 68, 72, 74, 76–81, 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, 143, 147, 150, 153, 157
L.WF.K.1.F Orally segment the phonemes in any single syllable, spoken word.	Kindergarten, Lessons 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 82, 85, 88, 89, 92, 95, 98, 99, 102, 105, 108, 109, 112, 115, 118, 122, 125, 128, 132, 135, 142, 148, 155

Language

Spelling

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 32, 34, 36, 40, 42, 44, 48, 50, 52, 56, 58, 60, 64, 66, 68, 72, 74, 78, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137, 140, 143, 147, 150, 153, 157
L.WF.K.2.A Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 32, 34, 36, 40, 42, 44, 48, 50, 52, 56, 58, 60, 64, 66, 68, 72, 74, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137
L.WF.K.2.B Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 32, 34, 36, 40, 42, 44, 48, 50, 52, 56, 58, 60, 64, 66, 68, 72, 74, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137
L.WF.K.2.C Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 32, 34, 36, 40, 42, 44, 48, 50, 52, 56, 58, 60, 64, 66, 68, 72, 74, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137
L.WF.K.2.D Writing frequently used words accurately.	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 32, 36, 40, 42, 44, 48, 52, 58, 60, 64, 66, 68, 72, 74, 78, 81, 84, 87, 91, 93, 94, 97, 101, 104, 107, 111, 114, 117, 121, 124, 127, 131, 134, 137, 140, 143, 147, 150, 153, 157
L.WF.K.2.E Attempting phonetic spellings of unknown words.	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 32, 34, 36, 40, 42, 44, 48, 50, 52, 56, 58, 60, 64, 66, 68, 72, 74, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137

L.WF.K.2.F Writing initial and final consonant blends (must, slab, plump).	Kindergarten, Lessons 116, 120, 123, 126
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Language

Sentence Composition (Grammar, Syntax, and Punctuation)

New Jersey Standards	Aligned Components of <i>Reading Foundations</i>
L.WF.K.3 Demonstrate command of the conventions of sentence composition.	Kindergarten, Lessons 24, 26, 61, 69, 73, 76, 79, 81, 83–87, 89, 91, 93–94, 96–97, 99, 101, 103–104, 106–107, 109, 112–114, 116–117, 119, 121, 123–124, 126–127, 129, 131, 133–137, 139–140, 143, 146–147, 149–150, 153, 156–157, 159
L.WF.K.3.A Repeat a sentence, identifying how many words are in the sentence.	Kindergarten, Lessons 73, 76, 79, 83, 86, 89, 93, 96, 99, 103, 106, 109, 113, 116, 119, 123, 126, 129, 133, 136, 139, 143, 146, 149, 153, 156, 159
L.WF.K.3.B Write simple sentences.	This standard is addressed in <i>Language Arts</i> .
L.WF.K.3.C Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.	Kindergarten, Lessons 24, 26, 81, 84, 87, 91, 94, 97, 101, 104, 107, 114, 117, 121, 124, 127, 131, 134, 137, 140, 143, 147, 150, 153, 157
L.WF.K.3.D Use end punctuation.	Kindergarten, Lessons 81, 84, 87, 91, 94, 97, 101, 104, 107, 114, 117, 121, 124, 127, 131, 134, 137, 140, 143, 147, 150, 153, 157
L.WF.K.3.E Use manipulatives or digital tools to construct complete sentences.	<i>Reading Foundations</i> does not address this standard.

L.WF.K.3.F Write sentences with increasing complexity.	This standard is addressed in <i>Language Arts</i> .
L.WF.K.3.G Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.	This standard is addressed in <i>Language Arts</i> .
L.WF.K.3.H Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.	Kindergarten, Lessons 61, 69, 85, 112, 135
L.WF.K.3.I With support, distinguish between a complete sentence and a sentence fragment.	This standard is addressed in <i>Language Arts</i> .
L.WF.K.3.J With support, 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.K.3.K Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.	<i>Reading Foundations</i> does not address this standard.
L.WF.K.3.L Use conjunctions appropriately in sentences (e.g., and, but, so, and because).	This standard is addressed in <i>Language Arts</i> .