

Texas Essential Knowledge and Skills for English Language Arts and Reading (2017)

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

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Texas Standards	Aligned Components of <i>Reading Foundations</i>
ELA.1.2.A demonstrate phonological awareness by:	Grade 1, Lessons 2, 4–157
ELA.1.2.A.i producing a series of rhyming words;	<i>Reading Foundations</i> addresses this standard in Kindergarten. Kindergarten, Lessons 4–5
ELA.1.2.A.ii recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	<i>Reading Foundations</i> does not address this standard.
ELA.1.2.A.iii distinguishing between long and short vowel sounds in one-syllable words;	Grade 1, Lessons 19, 39, 59, 79, 99, 113, 119, 139
ELA.1.2.A.iv recognizing the change in spoken word when a specified phoneme is added, changed, or removed;	Grade 1, Lessons 26, 29, 30, 40, 46, 49, 56, 66, 69, 76, 89, 96, 106, 109, 126, 129, 146, 149
ELA.1.2.A.v blending spoken phonemes to form one-syllable words, including initial and/or final 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
ELA.1.2.A.vi manipulating phonemes within base words; and	Grade 1, Lessons 26, 29, 30, 40, 46, 49, 56, 66, 69, 76, 89, 96, 106, 109, 126, 129, 146, 149

Texas Standards	Aligned Components of <i>Reading Foundations</i>
ELA.1.2.A.vii segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	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
ELA.1.2.B demonstrate and apply phonetic knowledge by:	Grade 1, Lessons 1, 2, 4–117, 119–158
ELA.1.2.B.i decoding words in isolation and in context by applying common letter sound correspondences;	Grade 1, Lessons 4–17, 20–27, 30–37, 40–47, 50–57, 60–67, 70–77, 80–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–147, 150–157
ELA.1.2.B.ii decoding words with initial and final consonant blends, digraphs, and trigraphs;	Grade 1, Lessons 26, 30, 33, 36, 40, 43, 46, 50, 53
ELA.1.2.B.iii decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	Grade 1, Lessons 56–58, 76–101, 93–102, 113
ELA.1.2.B.iv using knowledge of base words to decode common compound words and contractions;	Grade 1, Lessons 103–105 <i>Reading Foundations</i> addresses contractions in grade 3. Grade 3, Lessons 53–56
ELA.1.2.B.v decoding words with inflectional endings, including -ed, -s, and -es; and	Grade 1, Lessons 4–17, 20–27, 31, 32, 34, 35, 37, 42, 44–47, 50–55, 57, 60–67, 70–77, 80–87, 90–97, 100–105, 107, 110–112, 114, 115, 117, 120–127, 130–137, 140–142, 144–147, 150–158

ELA.1.2.B.vi identifying and reading at least 100 high-frequency words from a research-based list;	Grade 1, Lessons 1, 2, 4–117, 119–158
ELA.1.2.C demonstrate and apply spelling knowledge by:	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
ELA.1.2.C.i spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	Grade 1, Lessons 56–58, 76–101, 93–102, 113
ELA.1.2.C.ii spelling words with initial and final consonant blends, digraphs, and trigraphs;	Grade 1, Lessons 26, 30, 33, 36, 40, 43, 46, 50, 53
ELA.1.2.C.iii spelling words using sound-spelling patterns; and	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
ELA.1.2.C.iv spelling high-frequency words from a research-based list;	Grade 1, Lessons 4, 5, 7, 8, 11, 13, 14, 17, 21, 23, 24, 26, 27, 30, 31, 34, 36, 37, 40, 41, 43, 44, 46, 47, 51, 54, 56, 57, 61, 64, 67, 71, 74, 77, 81, 84, 87, 90, 91, 94, 97, 101, 104, 107, 111, 114, 117, 121, 124, 127, 131, 134, 137, 141, 144, 147, 151, 154, 157
ELA.1.2.D demonstrate print awareness by identifying the information that different parts of a book provide;	Grade 1, Lesson 9

ELA.1.2.E alphabetize a series of words to the first or second letter and use a dictionary to find words; and	<i>Reading Foundations</i> does not address this standard.
ELA.1.2.F develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	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

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.

The student uses newly acquired vocabulary expressively. The student is expected to:

Texas Standards	Aligned Components of <i>Reading Foundations</i>
ELA.1.3.A use a resource such as a picture dictionary or digital resource to find words;	This standard is addressed in Language Arts.
ELA.1.3.B use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	This standard is addressed in Language Arts.
ELA.1.3.C identify the meaning of words with the affixes -s, -ed, and -ing; and	Grade 1, Lessons 63–65, 66–68, 70–72, 73–75
ELA.1.3.D identify and use words that name actions, directions, positions, sequences, categories, and locations.	This standard is addressed in Language Arts.

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.

The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Texas Standards	Aligned Components of <i>Reading Foundations</i>
ELA.1.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	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