

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.2.2.A demonstrate phonological awareness by:	Grade 2, Lessons 19, 39, 59, 79, 99, 113, 119, 139, 159
ELA.2.2.A.i producing a series of rhyming words;	<i>Reading Foundations</i> addresses this standard in Kindergarten. Kindergarten, Lessons 4–5
ELA.2.2.A.ii distinguishing between long and short vowel sounds in one-syllable and multisyllable words;	Grade 2, Lessons 59–60 <i>Reading Foundations</i> addresses long/short vowel distinction for single-syllable words in grade 1. Grade 1, Lessons 19, 39, 59, 79, 99, 113, 119, 139, 159
ELA.2.2.A.iii recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	<i>Reading Foundations</i> addresses this standard in grade 1. Grade 1, Lessons 29, 49, 69, 89, 109, 129, 149
ELA.2.2.A.iv manipulating phonemes within base words;	<i>Reading Foundations</i> addresses this standard in grade 1. Grade 1, Lessons 29, 49, 69, 89, 109, 129, 149
ELA.2.2.B demonstrate and apply phonetic knowledge by:	Grade 2, Lessons 2–159

ELA.2.2.B.i decoding words with short, long, or variant vowels, trigraphs, and blends;	Grade 2, Lessons 2–4, 6–17, 19–33, 35–103, 105–159
ELA.2.2.B.ii decoding words with silent letters such as knife and gnat;	Grade 2, Lessons 112–114
ELA.2.2.B.iii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	Grade 2, Lessons 22–24, 46–51, 59–61, 66, 72–74, 76–81, 82–94
ELA.2.2.B.iv decoding compound words, contractions, and common abbreviations;	Grade 2, Lessons 52–54 <i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address abbreviations. <i>Reading Foundations</i> addresses compound words and contractions in grades 1 and 3. Grade 1, Lessons 103–105 Grade 3, Lessons 53–56
ELA.2.2.B.v decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	Grade 2, Lessons 56–74
ELA.2.2.B.vi decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	Grade 2, Lessons 26, 29, 32, 36, 42, 99 <i>Reading Foundations</i> addresses –er and -est in Grade 1. Grade 1, Lessons 143, 153
ELA.2.2.B.vii identifying and reading high-frequency words from a research-based list;	Grade 2, Lessons 2–159

ELA.2.2.C demonstrate and apply spelling knowledge by:	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
ELA.2.2.C.i spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	Grade 2, Lessons 22–24, 46–51, 59–61, 66, 72–74, 76–81, 82–94
ELA.2.2.C.ii spelling words with silent letters such as knife and gnat;	Grade 2, Lessons 112–114
ELA.2.2.C.iii spelling compound words, contractions, and common abbreviations;	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address abbreviations. Grade 2, Lessons 52–54 <i>Reading Foundations</i> addresses compound words and contractions in grades 1 and 3. Grade 1, Lessons 103–105 Grade 3, Lessons 53–56
ELA.2.2.C.iv spelling multisyllabic words with multiple sound-spelling patterns;	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
ELA.2.2.C.v spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	Grade 2, Lessons 56–74

ELA.2.2.C.vi spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;	Grade 2, Lessons 26, 29, 32, 36, 42, 99 <i>Reading Foundations</i> addresses affixes un-, re-, -er, and -est in grade 1. Grade 1, Lessons 143, 153
ELA.2.2.D alphabetize a series of words and use a dictionary or glossary to find words; and	<i>Reading Foundations</i> addresses alphabetic order in Kindergarten; the program does not explicitly address alphabetizing a series of words or using a dictionary or glossary to find words. Kindergarten, Lessons 76–79
ELA.2.2.E develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	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 <i>Reading Foundations</i> addresses cursive in grade 3. Grade 3, Lessons 6–20

(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.2.3.A use print or digital resources to determine meaning and pronunciation of unknown words;	This standard is addressed in <i>Language Arts</i> .
ELA.2.3.B use context within and beyond a sentence to determine the meaning of unfamiliar words;	This standard is addressed in <i>Language Arts</i> .

Texas Standards	Aligned Components of <i>Reading Foundations</i>
ELA.2.3.C identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and	Grade 2, Lessons 32, 36, 42, 99, 152 <i>Reading Foundations</i> addresses affixes un-, re-, -ly, -er, and -est in grade 1. Grade 1, Lessons 143, 146, 153
ELA.2.3.D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	This standard is addressed in <i>Language Arts</i> .

(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.2.4 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 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