

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.3.2.A demonstrate and apply phonetic knowledge by:	Grade 3, Lessons 1–5, 21–24, 31–50, 53–68, 74–89, 92–107, 114–133, 136–140, 142, 144, 146–148, 152, 154, 155
ELA.3.2.A.i decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;	<i>Reading Foundations</i> addresses this standard in grade 2. Grade 2, Lessons 126–141
ELA.3.2.A.ii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	Grade 3, Lessons 1–5, 21–24, 31–50, 53–68, 74–89, 92–107, 114–133, 136–140, 142, 144, 146–148, 152, 154, 155
ELA.3.2.A.iii decoding compound words, contractions, and abbreviations;	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address abbreviations. Grade 3, Lessons 53–56, 85 <i>Reading Foundations</i> addresses compound words in grades 1 and 2. Grade 1, Lessons 103–105 Grade 2, Lessons 52–54

ELA.3.2.A.iv decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address accent shifts. <i>Reading Foundations</i> addresses syllable division patterns in grades 1 and 2. Grade 1, Lessons 106–122 Grade 2, Lessons 56–74
ELA.3.2.A.v decoding words using knowledge of prefixes;	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
ELA.3.2.A.vi decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	Grade 3, Lessons 1–5, 21–24, 31–48, 50, 56–60, 62–67, 75–81, 83–89, 96–103, 105, 114–133, 139, 140, 142, 144, 146–148, 152, 154, 155
ELA.3.2.A.vii identifying and reading high-frequency words from a research-based list;	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
ELA.3.2.B demonstrate and apply spelling knowledge by:	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, 141, 144, 147, 148, 152, 155
ELA.3.2.B.i spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	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
ELA.3.2.B.ii spelling homophones;	Grade 3, Lessons 136–139

ELA.3.2.B.iii spelling compound words, contractions, and abbreviations;	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address abbreviations. Grade 3, Lessons 53–56 <i>Reading Foundations</i> addresses compound words in grades 1 and 2. Grade 1, Lessons 103–105 Grade 2, Lessons 52–54
ELA.3.2.B.iv spelling multisyllabic words with multiple sound-spelling patterns;	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, 141, 144, 147, 148, 152, 155
ELA.3.2.B.v spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address accent shifts. <i>Reading Foundations</i> addresses syllable division patterns in grades 1 and 2. Grade 1, Lessons 106–122 Grade 2, Lessons 56–74
ELA.3.2.B.vi spelling words using knowledge of prefixes; and	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, 152, 155
ELA.3.2.B.vii spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;	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
ELA.3.2.C alphabetize a series of words to the third letter; and	<i>Reading Foundations</i> does not address this standard.

ELA.3.2.D write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	Grade 3, Lessons 6–20, 44, 46, 48, 50, 83, 85, 87, 89, 115, 117, 119, 121, 123, 125, 148
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(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.3.3.A use print or digital resources to determine meaning, syllabication, and pronunciation;	This standard is addressed in <i>Language Arts</i> .
ELA.3.3.B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	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
ELA.3.3.C identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and	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
ELA.3.3.D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	Grade 3, Lessons 136–139

(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.3.4 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 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