

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.K.2.A demonstrate phonological awareness by:	Kindergarten, Lessons 1–14, 113, 130, 133
ELA.K.2.A.i identifying and producing rhyming words;	Kindergarten, Lessons 4, 5
ELA.K.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.K.2.A.iii identifying the individual words in a spoken sentence;	Kindergarten, Lessons 81, 84, 87, 91, 94, 97, 101, 104, 107, 114, 117, 120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157
ELA.K.2.A.iv identifying syllables in spoken words;	Kindergarten, Lessons 1–3, 113, 130, 133
ELA.K.2.A.v blending syllables to form multisyllabic words;	Kindergarten, Lessons 1–3, 113, 130, 133
ELA.K.2.A.vi segmenting multisyllabic words into syllables;	Kindergarten, Lessons 1–3, 113, 130, 133

ELA.K.2.A.vii blending spoken onsets and rimes to form simple words;	Kindergarten, Lessons 6–14
ELA.K.2.A.viii blending spoken phonemes to form one-syllable words;	Kindergarten, Lessons 39–54, 81, 84, 87, 91, 94, 97, 101, 104, 107, 111, 114, 117, 121, 124, 127, 131, 134, 138, 145, 152, 158
ELA.K.2.A.ix manipulating syllables within a multisyllabic word; and	<i>Reading Foundations</i> does not address this standard.
ELA.K.2.A.x segmenting spoken one-syllable words into individual phonemes;	Kindergarten, Lessons 55–75, 82, 85, 88–89, 92, 95, 98–99, 102, 105, 108–109, 112, 115, 118, 122, 125, 128, 132, 135, 142, 148, 155
ELA.K.2.B demonstrate and apply phonetic knowledge by:	Kindergarten, Lessons 5–148, 150–158
ELA.K.2.B.i identifying and matching the common sounds that letters represent;	Kindergarten, Lessons 6–87, 89–97, 99–107, 109–117, 119–127, 129–137, 139–148, 150–158
ELA.K.2.B.ii using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	Kindergarten, Lessons 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
ELA.K.2.B.iii recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and	Kindergarten, Lessons 5, 80, 83, 86, 90, 93, 96, 100, 103, 106, 111, 119, 120, 126, 129, 130, 136, 139
ELA.K.2.B.iv identifying and reading at least 25 high-frequency words from a research-based list;	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

ELA.K.2.C demonstrate and apply spelling knowledge by:	Kindergarten, Lessons 9–12, 14–20, 22–87, 89–97, 99–107, 109–117, 119–127, 129–137, 139–148, 150–158
ELA.K.2.C.i spelling words with VC, CVC, and CCVC;	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
ELA.K.2.C.ii spelling words using sound-spelling patterns; and	Kindergarten, Lessons 9–12, 14–20, 22–87, 89–97, 99–107, 109–112, 114–117, 119–127, 129–137, 139–148, 150–158
ELA.K.2.C.iii spelling high-frequency words from a research-based list;	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
ELA.K.2.D demonstrate print awareness by:	Kindergarten, Lessons 1, 2, 8–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–147, 150–157
ELA.K.2.D.i identifying the front cover, back cover, and title page of a book;	Kindergarten, Lessons 13, 21, 37
ELA.K.2.D.ii holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	Kindergarten, Lessons 13, 21, 37
ELA.K.2.D.iii recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;	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

ELA.K.2.D.iv recognizing the difference between a letter and a printed word; and	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
ELA.K.2.D.v identifying all uppercase and lowercase letters; and	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
ELA.K.2.E develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	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

(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.K.3.A use a resource such as a picture dictionary or digital resource to find words;	This standard is addressed in <i>Language Arts</i> .
ELA.K.3.B use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	This standard is addressed in <i>Language Arts</i> .
ELA.K.3.C identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	This standard is addressed in <i>Language Arts</i> .