

Washington State K-12 Learning Standards for English Language Arts (2024)

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

Reading

Foundational Skills

Washington Standards	Aligned Components of <i>Reading Foundations</i>
ELA.2.R.1 Students know and apply the basic features of print and how it is organized.	Grade 2, Lessons 4, 7, 10, 13, 17, 20, 23, 27, 30, 33, 37, 40, 43, 47, 50, 53, 57, 58, 60, 63, 67, 70, 73, 77, 80, 83, 87, 90, 91, 93, 97, 100, 103, 107, 110, 113, 117, 120, 121, 123, 127, 130, 133, 137, 140, 143, 146, 150, 153, 156
ELA.2.R.1.a Recognize the distinguishing features of a paragraph. (e.g., indentation, capitalization, spacing, punctuation).	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address paragraph indentation. Grade 2, Lessons 4, 7, 10, 13, 17, 20, 23, 27, 30, 33, 37, 40, 43, 47, 50, 53, 57, 60, 63, 67, 70, 73, 77, 80, 83, 87, 90, 93, 97, 100, 103, 107, 110, 113, 117, 120, 123, 127, 130, 133, 137, 140, 143, 146, 150, 153, 156
ELA.2.R.1.b Recognize the basic features of dialogue.	Grade 2, Lessons 58, 91, 121
ELA.2.R.2 Students demonstrate phonemic awareness to support decoding and spelling.	Grade 2, Lessons 1–17, 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.R.2.a Segment, blend, and manipulate syllables and individual sounds (phonemes) in spoken and printed words to form new words.	Grade 2, Lessons 3, 6, 9, 15–16, 22, 32, 36, 42, 99, 102, 106, 109, 122

ELA.2.R.2.b Recognize, isolate, blend, and count initial, medial, and final sounds (phonemes) in spoken and printed words.	<i>Reading Foundations</i> addresses recognizing, isolating, and blending the initial, medial, and final sounds (phonemes) in spoken and printed words in grade 2. Grade 2, Lessons 1–15 <i>Reading Foundations</i> addresses counting phonemes in printed words in grade 1. Grade 1, Lessons 103–108, 110–118, 120–122
ELA.2.R.2.c Produce words by blending individual sounds (phonemes), including consonant blends, digraphs, and common vowel teams.	Grade 2, Lessons 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.R.2.d Recognize and produce words that begin with the same initial sound (alliteration).	<i>Reading Foundations</i> does not address this standard.
ELA.2.R.3 Students decode words accurately by applying grade-level phonics and word analysis skills.	Grade 2, Lessons 1–158
ELA.2.R.3.a Know letter-sound correspondences including consonant digraphs and common vowel teams (e.g., “ai,” “oa,” “ou,” “oi,” “ue”).	Grade 2, Lessons 2–4, 7–8, 10–11, 13–14, 16–21, 23–25, 28, 30–34, 41–43, 46–55, 57–64, 66–75, 77–103, 105–147, 149–157 Grade 1, Lessons 1, 6, 9, 12, 15, 19, 22, 26, 27, 29, 35–40, 44, 45, 56, 65, 76, 104, 148, 158
ELA.2.R.3.b Distinguish long and short vowel sounds in regularly spelled one-syllable words.	Grade 2, Lessons 2–4, 6, 9–13, 16, 17, 19–36, 39–46, 48–53, 55–63, 65–73, 76–83, 86–93, 96–103, 106–113, 116, 118–123, 126–133, 136–147, 149–157

ELA.2.R.3.c Use common syllable types (open, closed, silent -e, vowel team, r-controlled) to decode words.	Grade 2, Lessons 22–24, 49–51, 59–61, 69–71, 76–81, 82–84, 86–88, 89–91
ELA.2.R.3.d Decode multisyllabic words by breaking them into syllables (e.g., VC/CV, “nap/kin”; V/CV, “ro/bot”).	Grade 2, Lessons 52–54, 56–64, 66–74
ELA.2.R.3.e Decode words with common roots, prefixes and suffixes (e.g., “re-,” “un-,” “-ful,” “-less,” “-ly”).	Grade 2, Lessons 2, 3, 6–13, 16–18, 20–34, 36–43, 46–49, 52, 53, 55–63, 66–73, 76–83, 86–93, 97–103, 106–113, 116–123, 126–133, 136–147, 149–157
ELA.2.R.3.f Identify words with inconsistent but common spelling sound correspondences (e.g., “bread,” “busy,” “great”).	Grade 2, Lessons 2–4, 6, 7, 9–13, 15–17, 20, 21, 23, 25, 27–33, 35, 37, 38, 40–43, 45–50, 52, 53, 55–75, 77–97, 99–103, 105–123, 125–127, 129–147, 149–157
ELA.2.R.3.g Add, delete, or substitute syllables, prefixes, or suffixes to form new words.	Grade 2, Lessons 32, 36, 99, 102, 149, 152, 155
ELA.2.R.3.h Decode and spell common contractions and compound words.	Grade 2, Lessons 52–54, 100
ELA.2.R.3.i Read high frequency and irregularly spelled words by sight with increasing accuracy and automaticity.	Grade 2, Lessons 2–147, 149–157
ELA.2.R.3.j Read grade-level texts with fluency, using self-monitoring to ensure accuracy and self-correct when errors are noticed.	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, 146, 150, 151, 153, 154, 156