

## 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>                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>ELA.3.R.1</b><br>Students know and apply the basic features of print and how it is organized.                                      | This standard is addressed in <i>Language Arts</i> .                                                                                    |
| <b>ELA.3.R.1.a</b><br>Recognize the distinguishing features of a paragraph (e.g., indentation, capitalization, spacing, punctuation). | This standard is addressed in <i>Language Arts</i> .                                                                                    |
| <b>ELA.3.R.1.b</b><br>Recognize the distinguishing text/visual features of fiction, poetry, and non-fiction.                          | This standard is addressed in <i>Language Arts</i> .                                                                                    |
| <b>ELA.3.R.1.c</b><br>Recognize various features of written dialogue. (e.g., speaker tags, paragraph breaks, quotation marks).        | This standard is addressed in <i>Language Arts</i> .                                                                                    |
| <b>ELA.3.R.2</b><br>Students demonstrate automatic phonemic awareness proficiency to support accurate decoding and spelling.          | <i>Reading Foundations</i> addresses this standard in kindergarten and grade 1.<br><br>Grade K, Lessons 1–160<br>Grade 1, lessons 1–160 |
| <b>ELA.3.R.3</b><br>Students decode words accurately by applying grade-level phonics and word analysis skills.                        | Grade 3, Lessons 1–5, 21–24, 31–50, 56–68, 74–81, 83–89, 92–107, 114–133, 136–140, 142, 144, 146, 152, 154                              |

| Washington Standards                                                                                                                                        | Aligned Components of <i>Reading Foundations</i>                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ELA.3.R.3.a</b><br>Decode multisyllabic words using known syllable types and division patterns (e.g., VCCV, VCV, VCCCV).                                 | <i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address division patterns (e.g., VCCV, VCV, VCCCV) when decoding multisyllabic words.<br><br>Grade 3, lessons 1–5 |
| <b>ELA.3.R.3.b</b><br>Recognize and read words with regular and common irregular spellings.                                                                 | 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                                                                          |
| <b>ELA.3.R.3.c</b><br>Apply knowledge of prefixes, suffixes, and base or root words to decode and determine the meaning of unfamiliar words.                | Grade 3, Lessons 1–5, 21–24, 31–48, 50, 56–68, 74–81, 83–89, 92, 93, 95–107, 114–133, 139, 140, 142, 144, 146, 152, 154                                                                                         |
| <b>ELA.3.R.3.d</b><br>Decode and apply understanding of contractions, compound words, and frequently occurring abbreviations (e.g., “Dr.,” “Mrs.,” “Ave.”). | <i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address compound words or frequently occurring abbreviations.<br><br>Grade 3, lessons 53–56                       |
| <b>ELA.3.R.3.e</b><br>Identify and distinguish common homonyms and homophones in spoken and written contexts.                                               | <i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address identifying and distinguishing homonyms.<br><br>Grade 3, Lessons 136–139                                  |
| <b>ELA.3.R.3.f</b><br>Read grade-level texts with fluency, using self-monitoring to ensure accuracy and self-correct when errors are noticed.               | 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                                                                          |