

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.K.R.1 Students know and apply the basic features of print and how it is organized.	Kindergarten, Lessons 1–87, 90–97, 100–107, 110–117, 119–127, 130–137, 140–147, 150–157
ELA.K.R.1.a Distinguish pictures from letters and words in a print-rich environment.	Kindergarten, Lessons 1, 2, 10, 12, 24, 26, 28, 29, 32, 34, 36, 40, 42, 44
ELA.K.R.1.b Follow a text from top to bottom, left to right, and page by page.	Kindergarten, Lessons 1, 2, 9–13, 15–21, 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.R.1.c Identify front and back covers, titles, and the title page of printed books.	Kindergarten, Lessons 13, 21, 27
ELA.K.R.1.d Recognize, name, and print the lowercase and uppercase letters.	Kindergarten, Lessons 3–81, 83–84, 86–87, 90–91, 93–94, 96–97, 100–101, 103–104, 106–107, 110–111, 113–114, 116–117, 120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157
ELA.K.R.1.e Recognize that spoken words are represented by specific sequences of letters in print.	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, 119–127, 130–137, 140–147, 150–157
ELA.K.R.1.f Recognize that words are separated by spaces in print.	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, 120, 121, 123, 124, 127, 130, 131, 133, 134, 137, 140, 141, 143, 144, 147, 150, 151, 153, 154, 157

Washington Standards	Aligned Components of <i>Reading Foundations</i>
ELA.K.R.2 Students know and apply how sounds, syllables, words, and silence function in speech (phonological awareness).	Kindergarten, Lessons 1–75, 77, 78, 80–127, 130–137, 140–147, 150–157
ELA.K.R.2.a Recognize, pronounce, separate, blend, and count the syllables in spoken words.	Kindergarten, Lessons 1–3, 113
ELA.K.R.2.b Recognize, isolate, blend, and count initial, medial, and final sounds (phonemes) in spoken consonant-vowel-consonant (CVC) words.	Kindergarten, Lessons 6–75, 77–78, 80–127, 130–137, 140–147, 150–157
ELA.K.R.2.c Blend and segment onsets and rimes of single syllable spoken words.	Kindergarten, Lessons 6–20, 23–28, 31–36, 39–75, 77, 78, 80–101, 103–112, 114–120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157
ELA.K.R.2.d Recognize and produce rhyming words.	Kindergarten, Lessons 4, 5
ELA.K.R.2.e Add, delete, or substitute individual spoken sounds (phonemes) in simple words to form new words.	Kindergarten, Lessons 140, 143
ELA.K.R.2.f Identify and separate individual words within spoken phrases and sentences.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address segmenting spoken phrases into individual words. 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.R.3 Students decode words accurately by applying grade-level phonics and word analysis skills.	Kindergarten, Lessons 1, 2, 4–128, 130–138, 140–148, 150–158
ELA.K.R.3.a Recognize and name all upper- and lowercase letters.	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
ELA.K.R.3.b Produce the corresponding sound for each consonant and each short vowel.	Kindergarten, Lessons 6–87, 89–97, 99–107, 109–117, 119–128, 130–138, 140–148, 150–158
ELA.K.R.3.c Produce the short vowel sounds with common CVC spellings in closed syllables.	Kindergarten, Lessons 9–12, 14–20, 22–87, 89–97, 99–107, 109–112, 114–117, 119–128, 130–138, 140–148, 150–158
ELA.K.R.3.d Decode simple CVC words using letter sound correspondence (e.g., “bat,” “log”).	Kindergarten, Lessons 6–87, 89–97, 99–107, 109–117, 119–128, 130–138, 140–148, 150–158 Grade 1, Lessons 1, 2, 4, 5, 88, 98, 108
ELA.K.R.3.e Recognize and read common high frequency words (e.g., “me,” “the,” “go,” “is”).	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, 74–128, 130–138, 140–148, 150–158
ELA.K.R.3.f Add, delete, and substitute individual sounds (phonemes) in spoken or simple printed words to make new words.	Kindergarten, Lessons 140, 143

ELA.K.R.3.g Recognize, pronounce, separate, blend and count syllables in spoken and printed words.	<i>Reading Foundations</i> addresses recognizing, pronouncing, separating, blending, and counting syllables in spoken words in kindergarten. <i>Reading Foundations</i> addresses these skills with printed words in grades 1 and 2. Grade 1, Lessons 103–108, 110–118, 120–122 Grade 2, Lessons 52–54, 56–64, 66–74
ELA.K.R.3.h Read simple sentences with emerging fluency.	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, 120, 121, 123, 124, 127, 130, 131, 133, 134, 137, 140, 141, 143, 144, 147, 150, 151, 153, 154, 157