

Georgia's K-12 Standards for English Language Arts (2023)

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

DOMAIN: Foundations (F) Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

IV. BIG IDEA: Fluency (F) Students read text aloud or silently with speed, accuracy, and expression.

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
1.F.F.1 Oral & Silent Reading Fluency: Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.	Grade 1, Lessons 1, 2, 4–109, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137, 140, 141, 143, 144, 146, 147, 150, 151, 153, 154, 156, 157
1.F.F.1.a Increase sight word vocabulary using decoding skills by reading grade-appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.	Grade 1, Lessons 1, 2, 4–109, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137, 140, 141, 143, 144, 146, 147, 150, 151, 153, 154, 156, 157
1.F.F.1.b Read a wide range of grade-level texts aloud with increasing accuracy.	Grade 1, Lessons 1, 2, 5, 6, 8, 9, 11, 12, 14, 15, 17, 21, 22, 24, 25, 27, 31, 32, 34, 35, 37, 41, 42, 44, 45, 47, 51, 52, 54, 55, 57, 61, 62, 64, 65, 67, 71, 72, 74, 75, 77, 81, 82, 84, 85, 87, 91, 92, 94, 95, 97, 101, 102, 104, 105, 107, 111, 114, 117, 121, 124, 127, 131, 134, 137, 141, 144, 147, 151, 154, 157
1.F.F.1.c Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.	Grade 1, Lessons 1, 2, 5, 6, 8, 9, 11, 12, 14, 15, 17, 21, 22, 24, 25, 27, 31, 32, 34, 35, 37, 41, 42, 44, 45, 47, 51, 52, 54, 55, 57, 61, 62, 64, 65, 67, 71, 72, 74, 75, 77, 81, 82, 84, 85, 87, 91, 92, 94, 95, 97, 101, 102, 104, 105, 107, 111, 114, 117, 121, 124, 127, 131, 134, 137, 141, 144, 147, 151, 154, 157
1.F.F.1.d Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.	Grade 1, Lessons 5, 6, 8, 9, 11, 12, 14, 15, 17, 21, 22, 24, 25, 27, 31, 32, 34, 35, 37, 41, 42, 44, 45, 47, 51, 52, 54, 55, 57, 61, 62, 64, 65, 67, 71, 72, 74, 75, 77, 81, 82, 84, 85, 87, 91, 92, 94, 95, 97, 101, 102, 104, 105, 107, 111, 114, 117, 121, 124, 127, 131, 134, 137, 141, 144, 147, 151, 154, 157

DOMAIN: Foundations (F) Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

V. BIG IDEA: Handwriting (H) Students develop print handwriting skills.

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
1.F.H.1 Motor Skills & Letter/Word Formation: Use fine motor skills to form legible letters and words in print.	Grade 1, Lessons 3–5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107
1.F.H.1.a Form all uppercase and lowercase letters and words with accuracy and consistency.	Grade 1, Lessons 3–5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107
1.F.H.1.b Form words with accuracy and consistency.	Grade 1, Lessons 1-160.
1.F.H.1.c Use appropriate spacing between letters, words, and sentences across lines on a page.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address spacing between sentences or across lines on a page. Grade 1, Lessons 4, 5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107
1.F.H.2 Transcription & Handwriting Fluency: Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.	Grade 1, Lessons 3–5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107
1.F.H.2.a Perform basic transcription skills.	Grade 1, Lessons 3–18, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
1.F.H.2.b Build handwriting fluency by forming accurate letters and words with increasing speed.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address handwriting fluency or word formation. Grade 1, Lessons 3–5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107

DOMAIN: Foundations (F) Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

III. BIG IDEA: Phonics (P) Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
1.F.P.1 Phoneme-Grapheme Correspondences: Identify and produce phoneme-grapheme correspondences.	Grade 1, Lessons 1, 2, 4–109, 111–117, 120–127, 130–137, 140–147, 150–157
1.F.P.1.a Identify and produce phoneme-grapheme correspondences for frequently used consonant blends and digraphs.	Grade 1, Lessons 1, 2, 4–109, 111–117, 120–127, 130–137, 140–147, 150–157
1.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e and vowel digraphs.	Grade 1, Lessons 1, 2, 4–18, 20–109, 111–117, 120–127, 130–137, 140–147, 150–157
1.F.P.2 Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation.	Grade 1, Lessons 1, 2, 4–109, 111–117, 120–127, 130–137, 140–147, 150–157

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
1.F.P.2.a Decode regularly spelled one-syllable words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CVVC, CCVCC), including high-frequency words.	Grade 1, Lessons 1, 2, 4–18, 20–77, 79–109, 111–117, 120–127, 130–137, 140–147, 150–157
1.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency words.	Grade 1, Lessons 1, 2, 4–109, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137, 140, 141, 143, 144, 146, 147, 150, 151, 153, 154, 156, 157
1.F.P.2.c Decode one-syllable nonsense words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CVVC, CCVCC).	Grade 1, Lessons 1, 2, 4–18, 20–77, 79–109, 111–117, 120–127, 130–137, 140–147, 150–157
1.F.P.2.d Decode two-syllable words with basic patterns by applying knowledge of basic syllable types.	Grade 1, Lessons 22, 25, 31, 32, 42, 52, 55, 61, 62, 64–67, 70–75, 77, 80–82, 84, 85, 87, 91, 92, 94, 95, 97, 100–107, 111–117, 120–127, 130–137, 140–147, 150–157
1.F.P.3 Encoding with Phonics: Use grade-level phonics skills to encode words in context and in isolation.	Grade 1, Lessons 1, 2, 4–109, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137, 140, 141, 143, 144, 146, 147, 150, 151, 153, 154, 156, 157
1.F.P.3.a Encode regularly spelled one-syllable words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words.	Grade 1, Lessons 4, 5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107
1.F.P.3.b Identify and encode irregularly spelled words, including high-frequency words.	Grade 1, Lessons 1, 2, 4–109, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137, 140, 141, 143, 144, 146, 147, 150, 151, 153, 154, 156, 157

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
1.F.P.3.c Encode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC).	Grade 1, Lessons 4, 5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107
1.F.P.3.d Encode two-syllable words with basic patterns by applying knowledge of basic syllable types.	Grade 1, Lessons 4, 5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107

DOMAIN: Foundations (F) Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

I. BIG IDEA: Phonological Awareness (PA) Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
1.F.PA.4 Syllables: Identify and manipulate syllables in spoken words.	Grade 1, Lessons 26, 29, 30, 40, 46, 49, 56, 66, 69, 76, 89, 96, 106, 109, 126, 129, 146, 149
1.F.PA.4.a Reinforce as appropriate.	Grade 1, Lessons 26, 29, 30, 40, 46, 49, 56, 66, 69, 76, 89, 96, 106, 109, 126, 129, 146, 149
1.F.PA.4.b Reinforce as appropriate.	Grade 1, Lessons 26, 29, 30, 40, 46, 49, 56, 66, 69, 76, 89, 96, 106, 109, 126, 129, 146, 149
1.F.PA.4.c Reinforce as appropriate.	Grade 1, Lessons 26, 29, 30, 40, 46, 49, 56, 66, 69, 76, 89, 96, 106, 109, 126, 129, 146, 149
1.F.PA.4.d	Grade 1, Lessons 106–122.

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
Add, delete, and substitute syllables in spoken words.	
1.F.PA.5 Onsets & Rimes: Blend and segment onsets and rimes in spoken words.	Grade 1, Lessons 2, 4–18, 20–38, 40–58, 60–78, 80–98, 100–109, 111–117, 120–127, 130–137, 140–147, 150–157
1.F.PA.5.a Blend onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.	Grade 1, Lessons 2, 4–17, 20–27, 29–37, 40–47, 49–57, 60–67, 69–77, 80–87, 89–97, 100–107, 109, 111–117, 120–127, 130–137, 140–147, 150–157 <i>Reading Foundations</i> addresses blending onset rimes in Kindergarten. Kindergarten, Lessons 6–20, 23–28, 31–36, 39–75, 77, 78, 80–101, 104, 107, 110, 113, 117, 120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157
1.F.PA.5.b Segment onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.	Grade 1, Lessons 2, 4, 6, 7, 9, 10, 12, 13, 15, 16, 18, 20, 23, 25, 26, 28, 30, 32, 33, 35, 36, 38, 40, 42, 43, 45, 46, 48, 50, 52, 53, 55, 56, 58, 60, 62, 63, 65, 66, 68, 70, 72, 75, 76, 78, 80, 82, 83, 85, 86, 88, 90, 92, 93, 95, 96, 98, 100, 102–105, 108 <i>Reading Foundations</i> addresses onset-rime segmenting in Kindergarten. Kindergarten, Lessons 6–20, 23–28, 31–36, 39–75, 77, 78, 80–101, 104, 107, 110, 113, 117, 120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157
1.F.PA.6 Phonemic Awareness: Identify and manipulate the individual sounds in spoken words.	Grade 1, Lessons 2–109, 111–117, 120–127, 129–137, 140–147, 149–157
1.F.PA.6.a Isolate and pronounce initial, medial, and final sounds in spoken one-syllable words, including words with digraphs and blends.	Grade 1, Lessons 3, 4, 7, 10, 13, 16, 20, 23, 26, 29, 30, 33, 36, 40, 43, 46, 49, 50, 53, 56, 60, 63, 66, 69, 70, 73, 76, 80, 83, 86, 89, 90, 93, 96, 100, 106, 109
1.F.PA.6.b	Grade 1, Lessons 19, 39, 59, 79, 99

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
Distinguish between short and long vowel sounds in spoken one-syllable words.	
1.F.PA.6.c Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words.	Grade 1, Lessons 2, 4–18, 20–38, 40–58, 60–78, 80–98, 100–109, 111–117, 120–127, 130–137, 140–147, 150–157
1.F.PA.6.d Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes.	Grade 1, Lessons 29, 49, 69, 89, 109, 129, 149