

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>
2.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 2, Lessons 1–117, 119, 120, 122, 123, 126, 127, 129, 130, 132, 133, 136, 137, 139, 140, 142–146, 149, 150, 152, 153, 155, 156
2.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 2, Lessons 1–117, 119, 120, 122, 123, 126, 127, 129, 130, 132, 133, 136, 137, 139, 140, 142–146, 149, 150, 152, 153, 155, 156
2.F.F.1.b Read a wide range of grade-level texts aloud with increasing automaticity.	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, 120, 123, 127, 130, 133, 137, 140, 143, 146, 150, 153, 156
2.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 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, 120, 123, 127, 130, 133, 137, 140, 143, 146, 150, 153, 156
2.F.F.1.d Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.	Grade 2, Lessons 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, 120, 123, 127, 130, 133, 137, 140, 143, 146, 150, 153, 156

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>
2.F.H.1 Motor Skills & Letter/Word Formation: Use fine motor skills to form legible letters and words in print.	Grade 2, Lessons 1, 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
2.F.H.1.a Form all uppercase and lowercase letters and words with accuracy, consistency, and appropriate speed.	Grade 2, Lessons 1, 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
2.F.H.1.b Form words and sentences efficiently.	This standard is addressed in <i>Language Arts</i> .
2.F.H.1.c Use appropriate spacing throughout the body of a text.	Grade 2, Lessons 1, 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
2.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 2, Lessons 1, 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
2.F.H.2.a Efficiently and accurately transcribe text.	Grade 2, Lessons 1, 3, 4–20, 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

2.F.H.2.b Track and maintain speed and efficiency while forming words and sentences.	<i>Reading Foundations</i> does not address this standard.
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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>
2.F.P.1 Phoneme-Grapheme Correspondences: Identify and produce phoneme-grapheme correspondences.	Grade 2, Lessons 1–123, 126–133, 136–146, 149–156
2.F.P.1.a Identify and produce all phoneme-grapheme correspondences for all consonants, including blends and digraphs, diphthongs, and all vowel teams.	Grade 2, Lessons 1–123, 126–133, 136–146, 149–156
2.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U, including diphthongs, r-controlled vowels, and silent letters.	Grade 2, Lessons 2–4, 6–17, 19–103, 105–123, 126–133, 136–146, 149–156
2.F.P.2 Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation.	Grade 2, Lessons 2–123, 126–133, 136–146, 149–156
2.F.P.2.a Decode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCV, VCVV, CVVC, CVVCC, CCVCC, CCVCVC, CVCVCC, CVCVC, CVCVCV).	Grade 2, Lessons 3, 16, 25, 31, 36, 38, 41–43, 45–47, 49, 50, 52, 53, 55–63, 65–67, 69–73, 77–79, 81–83, 88, 90–93, 97–100, 102, 103, 106–113, 115–123, 126–133, 136–146, 149–156

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
2.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency words.	Grade 2, Lessons 2–117, 119, 120, 122, 123, 126, 127, 129, 130, 132, 133, 136, 137, 139, 140, 142–146, 149, 150, 152, 153, 155, 156
2.F.P.2.c Decode two-syllable nonsense words by applying rules of basic phonics skills (VVCC, VVCV, VCVV, CVVC, CVVCC, CCVCC, CCVCVC, CVCVCC, CVCVC, CVCVCV).	Grade 2, Lessons 3, 16, 25, 31, 36, 38, 41–43, 45–47, 49, 50, 52, 53, 55–63, 65–67, 69–73, 77–79, 81–83, 88, 90–93, 97–100, 102, 103, 106–113, 115–123, 126–133, 136–146, 149–156
2.F.P.2.d Decode two-syllable words by applying knowledge of all major syllable types.	Grade 2, Lessons 3, 16, 25, 31, 36, 38, 41–43, 45–47, 49, 50, 52, 53, 55–63, 65–67, 69–73, 77–79, 81–83, 88, 90–93, 97–100, 102, 103, 106–113, 115–123, 126–133, 136–146, 149–156
2.F.P.3 Encoding with Phonics: Use grade-level phonics skills to encode words in context and in isolation.	Grade 2, Lessons 1–117, 119, 120, 122, 123, 126, 127, 129, 130, 132, 133, 136, 137, 139, 140, 142–146, 149, 150, 152, 153, 155, 156
2.F.P.3.a Encode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCV, VCVV, CVVC, CVVCC, CCVCC, CCVCVC, CVCVCC, CVCVC, CVCVCV).	Grade 2, Lessons 1, 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
2.F.P.3.b Identify and encode irregularly spelled words, including high-frequency words.	Grade 2, Lessons 1–117, 119, 120, 122, 123, 126, 127, 129, 130, 132, 133, 136, 137, 139, 140, 142–146, 149, 150, 152, 153, 155, 156
2.F.P.3.c Encode two-syllable nonsense words with a variety of spelling patterns (VVCC, VVCV, VCVV, CVVC, CVVCC, CCVCC, CCVCVC, CVCVCC, CVCVC).	Grade 2, Lessons 1, 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

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
2.F.P.3.d Encode two-syllable words by applying knowledge of all major syllable types.	Grade 2, Lessons 1, 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