

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 texts aloud or silently with speed, accuracy, and expression.

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
4.F.F.1 Oral & Silent Reading Fluency: Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.	Grade 4, Lessons 1–14, 16, 23–33, 35–38, 41, 43, 45, 47, 49–56, 59–74, 81, 83, 85, 87, 89–96, 99–114, 125, 127, 129, 131, 133, 135, 139, 141, 143, 145, 147, 149, 151, 153
4.F.F.1.a Increase sight word vocabulary by reading regularly and irregularly spelled words in context and isolation with increasing automaticity.	Grade 4, Lessons 1–14, 16, 23–33, 35–38, 41, 43, 45, 47, 49–56, 59–74, 81, 83, 85, 87, 89–96, 99–114, 125, 127, 129, 131, 133, 135, 139, 141, 143, 145, 147, 149, 151, 153
4.F.F.1.b Read a variety of unfamiliar grade-level texts with increasing automaticity.	Grade 4, Lessons 8, 11, 16, 26, 29, 33, 37, 43, 47, 51, 55, 61, 65, 69, 73, 83, 87, 91, 95, 101, 105, 110, 113, 127, 131, 135, 141, 145, 149, 153
4.F.F.1.c Read a wide range of grade-level texts aloud with accurate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.	Grade 4, Lessons 8, 11, 16, 26, 29, 33, 37, 43, 47, 51, 55, 61, 65, 69, 73, 83, 87, 91, 95, 101, 105, 110, 113, 127, 131, 135, 141, 145, 149, 153
4.F.F.1.d Self-correct while reading grade-level text (silently or aloud) to aid comprehension and fluency, rereading as necessary.	Grade 4, Lessons 8, 11, 16, 26, 29, 33, 37, 43, 47, 51, 55, 61, 65, 69, 73, 83, 87, 91, 95, 101, 105, 110, 113, 127, 131, 135, 141, 145, 149, 153

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

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

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
4.F.H.3 Read Cursive: Read texts written in cursive.	<i>Reading Foundations</i> does not address this standard.
4.F.H.3.a Read short texts written in cursive.	<i>Reading Foundations</i> does not address this standard.
4.F.H.4 Write Cursive: Use fine motor skills to form legible letters and words in cursive.	Grade 4, Lessons 13–15, 34, 42, 44, 46, 48, 82, 84, 86, 88
4.F.H.4.a Form cursive letters and words legibly, using connectors between letters inside words.	Grade 4, Lessons 13–15, 34, 42, 44, 46, 48, 82, 84, 86, 88
4.F.H.4.b Use appropriate spacing between cursive words in a sentence across lines on a page.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address spacing between cursive words. Grade 4, Lessons 13–15, 34, 42, 44, 46, 48, 82, 84, 86, 88

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>
4.F.P.4 Decoding & Encoding with Phonics: Use knowledge of phonics to decode and encode grade-level words.	Grade 4, Lessons 1–16, 23–38, 41–56, 59–74, 81–96, 99–114, 125, 127, 129, 131, 133, 135, 139, 141, 143, 145, 147, 149, 151, 153
4.F.P.4.a Decode and encode words with graphemes that represent multiple letter-sound correspondences.	Grade 4, Lessons 1–16, 23–38, 41–56, 59–74, 81–96, 99–114, 125, 127, 129, 131, 133, 135, 139, 141, 143, 145, 147, 149, 151, 153
4.F.P.4.b Decode and encode single-syllable and multisyllabic words of all syllable types	Grade 4, Lessons 1–16, 23–38, 41–56, 59–74, 81–96, 99–114, 125, 127, 129, 131, 133, 135, 139, 141, 143, 145, 147, 149, 151, 153
4.F.P.4.c Decode and encode words with common prefixes and suffixes.	Grade 4, Lessons 1–16, 23–38, 41–56, 59–74, 81–96, 99–114, 125, 127, 129, 131, 133, 135, 139, 141, 143, 145, 147, 149, 151, 153