

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.

II. BIG IDEA: Concepts of Print (CP) Students develop the awareness that written language carries meaning and that certain features of print ensure that texts are understood.

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
K.F.CP.1 Conceptualizing Text: Understand that texts communicate messages.	Kindergarten, Lessons 1–3, 29
K.F.CP.1.a Recognize that texts and images represent objects and ideas, have meaning, and convey messages.	Kindergarten, Lessons 1–3, 29
K.F.CP.1.b Recognize and interpret print messages in the environment, such as labels and signs.	<i>Reading Foundations</i> does not address this standard.
K.F.CP.1.c Distinguish between letters, words, digits, and graphics.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address digits. Kindergarten, Lessons 1–3
K.F.CP.2 Book Orientation & Directionality of Print Texts: Understand the conventional layout of books and how to maneuver them.	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
K.F.CP.2.a Hold books upright and begin reading at the front.	Kindergarten, Lessons 13 and 16

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
K.F.CP.2.b Follow text from top to bottom, left to right, and turn pages from right to left.	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
K.F.CP.2.c Identify the front and back covers of books and their basic elements: titles, author names, illustrator names, and graphics.	Kindergarten, Lesson 13
K.F.CP.3 Mechanics of Print Texts: Build a knowledge base of print conventions.	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, 120–127, 130–137, 140–147, 150–157
K.F.CP.3.a Recognize that written words are made up of individual letters.	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, 120–127, 130–137, 140–147, 150–157
K.F.CP.3.b Recognize that words are separated by spaces.	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, 104, 107, 110, 113, 117, 120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157
K.F.CP.3.c Understand that sentences begin with capital letters and end with punctuation to indicate the end of a sentence.	Kindergarten, Lessons 81, 84, 87, 91, 94, 97
K.F.CP.4 Alphabet Knowledge: Demonstrate knowledge of the alphabet.	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
K.F.CP.4.a Recite the letters of the alphabet in order.	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

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
K.F.CP.4.b Name and identify each uppercase and lowercase letter in random order.	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

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>
K.F.F.1 Oral & Silent Reading Fluency: Demonstrate oral and silent reading fluency while reading texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.	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, 74–101, 103, 104, 106, 107, 110, 112, 113, 115–117, 120, 122, 123, 125–127, 130, 132, 133, 135–137, 140, 142, 143, 145–147, 150, 152, 153, 155–157
K.F.F.1.a Develop sight word vocabulary using decoding skills by reading regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.	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, 74–101, 103, 104, 106, 107, 110, 112, 113, 115–117, 120, 122, 123, 125–127, 130, 132, 133, 135–137, 140, 142, 143, 145–147, 150, 152, 153, 155–157
K.F.F.1.b Read familiar texts chorally with appropriate volume and rate.	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, 104, 107, 110, 113, 117, 120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157
K.F.F.1.c Read grade-level texts with purpose and understanding.	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, 104, 107, 110, 113, 117, 120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
K.F.H.1 Motor Skills & Letter/Word Formation: Use fine motor skills to form legible letters and words in print.	Kindergarten, Lessons 3–12, 15–20, 23–28, 32–36, 39–44, 47–52, 55–60, 63–68, 71–74, 76–81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100
K.F.H.1.a Form all uppercase and lowercase letters.	Kindergarten, Lessons 3–12, 15–20, 23–28, 32–36, 39–44, 47–52, 55–60, 63–68, 71–74, 76–81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100
K.F.H.1.b Form words, including first and last names.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address writing last names. Kindergarten, Lesson 3
K.F.H.1.c Use appropriate spacing between letters, words, and sentences.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address spacing between letters or sentences. Kindergarten, Lessons 3–7, 9, 11, 15, 17, 19, 23, 25, 27, 33, 35, 39, 41, 43, 47, 49, 51, 55, 57, 59, 63, 65, 67, 71, 73, 81, 84, 87, 91, 94, 97
K.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.	Kindergarten, Lessons 3–12, 15–20, 23–28, 32–36, 39–44, 47–52, 55–60, 63–68, 71–74, 76–81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100
K.F.H.2.a Practice basic transcription skills.	<i>Reading Foundations</i> partially addresses this standard; the program does not address transcription as a working-memory process. Kindergarten, Lessons 3–12, 15–20, 23–28, 32–36, 39–44, 47–52, 55–60, 63–68, 71–74, 76–81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100
K.F.H.2.b Begin building handwriting fluency by forming accurate letters, including those in first and last names.	Kindergarten, Lessons 3–12, 15–20, 23–28, 32–36, 39–44, 47–52, 55–60, 63–68, 71–74, 76–81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100

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>
K.F.P.1 Phoneme-Grapheme Correspondences: Identify and produce phoneme-grapheme correspondences.	Kindergarten, Lessons 6–87, 89–97, 99–107, 110–117, 120–127, 130–137, 140–147, 150–157
K.F.P.1.a Identify and produce basic one-to-one phoneme-grapheme correspondences for the most frequently used sound for each consonant.	Kindergarten, Lessons 6–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–147, 150–157
K.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U.	Kindergarten, Lessons 9–12, 14–20, 22–87, 89–97, 99–107, 110–117, 120–127, 130–137, 140–147, 150–157
K.F.P.2 Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation.	Kindergarten, Lessons 6–107, 110–117, 120–127, 130–137, 140–147, 150–157
K.F.P.2.a Blend letter sounds to decode simple one-syllable words, including regularly spelled high-frequency words (VC, CV, CVC).	<i>Reading Foundations</i> gives further opportunities for practice after this concept's introduction in lesson 9. Kindergarten, Lessons 6–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–147, 150–157
K.F.P.2.b Identify and decode parts of irregularly spelled high-frequency words.	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, 74–101, 103, 104, 106, 107, 110, 112, 113, 115–117, 120, 122, 123, 125–127, 130, 132, 133, 135–137, 140, 142, 143, 145–147, 150, 152, 153, 155–157

Georgia Standards	Aligned Components of <i>Reading Foundations</i>
K.F.P.2.e Identify and distinguish between words that are spelled similarly by identifying the sounds of the letters that differ.	Kindergarten, Lesson 83
K.F.P.3 Encoding with Phonics: Use grade-level phonics skills to encode words in context and in isolation.	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, 74–101, 103, 104, 106, 107, 110, 112, 113, 115–117, 120, 122, 123, 125–127, 130, 132, 133, 135–137, 140, 142, 143, 145–147, 150, 152, 153, 155–157
K.F.P.3.a Use knowledge of letter/sound correspondences to connect letters (graphemes) to sounds (phonemes) to encode simple one-syllable words, including high-frequency words (VC, CV, CVC).	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 32, 34, 36, 40, 42, 44, 48, 50, 52, 56, 58, 60, 64, 66, 68, 72, 74, 76–81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100
K.F.P.3.b Identify and encode irregularly spelled high-frequency words.	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, 74–101, 103, 104, 106, 107, 110, 112, 113, 115–117, 120, 122, 123, 125–127, 130, 132, 133, 135–137, 140, 142, 143, 145–147, 150, 152, 153, 155–157

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>
K.F.PA.1 Rhyme: Identify and produce rhyme in spoken language and oral texts.	Kindergarten, Lessons 4, 5

K.F.PA.1.a Identify and pair words that rhyme in spoken language, distinguishing them from those that do not.	Kindergarten, Lessons 4, 5
K.F.PA.1.b Orally produce words that rhyme.	Kindergarten, Lessons 4, 5
K.F.PA.2 Words & Sentences: Recognize the basic relationships that exist between words and sentences.	Kindergarten, Lessons 24 and 26
K.F.PA.2.a Know words are put together to make sentences, and sentences communicate complete thoughts.	Kindergarten, Lessons 2, 3, 24, 26
K.F.PA.2.b Segment phrases and sentences into words.	<i>Reading Foundations</i> does not address this standard.
K.F.PA.2.c Know that sounds are put together to make words and that words have distinct meanings.	Kindergarten, Lessons 2 and 3
K.F.PA.3 Compound Words: Identify and manipulate separate words in compound words.	Kindergarten, Lesson 1
K.F.PA.3.a Blend and segment separate words in spoken compound words.	Kindergarten, Lesson 1
K.F.PA.3.b Add, delete, and substitute single words in spoken compound words.	<i>Reading Foundations</i> does not address this standard.

K.F.PA.4 Syllables: Identify and manipulate syllables in spoken words.	Kindergarten, Lessons 1–3, 106–122
K.F.PA.4.a Know that syllables are word parts with one vowel sound.	<i>Reading Foundations</i> addresses this standard in grade 1. Grade 1, Lessons 106–122.
K.F.PA.4.b Count and pronounce syllables in single and multisyllabic spoken words.	Kindergarten, Lessons 1–3
K.F.PA.4.c Blend and segment syllables in spoken words.	Kindergarten, Lessons 1–3
K.F.PA.4.d Delete syllables in spoken words.	<i>Reading Foundations</i> does not address this standard.
K.F.PA.5 Onsets & Rimes: Blend and segment onsets and rimes in spoken words.	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
K.F.PA.5.a Blend onsets and rimes of spoken one-syllable words.	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
K.F.PA.5.b Segment onsets and rimes of spoken one-syllable words.	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
K.F.PA.6 Phonemic Awareness: Identify and manipulate the individual sounds in spoken words.	Kindergarten, Lessons 5–12, 14–87, 89–97, 99–107, 110–117, 120–127, 130–137, 140–147, 150–157

K.F.PA.6.a Isolate and pronounce initial, final, and then medial sounds in spoken words with three phonemes.	Kindergarten, Lessons 6–12, 15–44, 47–52, 55–60, 63–68, 71–74, 80–87, 90–97, 100, 102, 103, 105, 106, 111, 112, 114–116, 121, 122, 124–126, 131, 132, 134–136, 141, 142, 144–146, 151, 152, 154–156
K.F.PA.6.b Identify short and long vowel sounds in spoken one-syllable words.	Kindergarten, Lessons 9–12, 14–20, 22–87, 89–97, 99–107, 110–117, 120–127, 130–137, 140–147, 150–157
K.F.PA.6.c Blend, count, and segment up to three phonemes in spoken one-syllable words.	Kindergarten, Lessons 6–12, 15–44, 47–52, 55–60, 63–68, 71–74, 80–87, 90–97, 100, 102, 103, 105, 106, 111, 112, 114–116, 121, 122, 124–126, 131, 132, 134–136, 141, 142, 144–146, 151, 152, 154–156
K.F.PA.6.d Add, delete, and substitute phonemes in spoken one-syllable words with up to three phonemes.	Kindergarten, Lessons 5, 80, 83, 86, 90, 93, 96, 100