

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

Reading and Writing: Foundational Skills

Print Concepts

Iowa Standards	Aligned Components of <i>Reading Foundations</i>
RF.K.1 Demonstrate understanding of the organization and basic features of print. (DOK 1)	Kindergarten, Lessons 1, 2, 8–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–147, 150–157
RF.K.1.a Follow words from left to right, top to bottom, 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
RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of 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
RF.K.1.c Understand 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, 121, 122, 124, 125, 127, 131, 132, 134, 135, 137, 140, 141, 143, 144, 147, 150, 151, 153, 154, 157
RF.K.1.d Recognize and name all upper- and lowercase letters 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, 110

Reading and Writing: Foundational Skills**Phonological Awareness and Phonemic Awareness**

Iowa Standards	Aligned Components of <i>Reading Foundations</i>
RF.K.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds). (DOK 1,2)	Kindergarten, Lessons 1–44, 47–52, 55–75, 80–113, 115–133, 135–137, 139, 141, 142, 144–146, 151, 152, 154–156
RF.K.2.a Count, produce, blend, and segment syllables in spoken words.	Kindergarten, Lessons 1–3, 113, 130, 133
RF.K.2.b Blend and segment onsets and rimes of single-syllable spoken words.	Kindergarten, Lessons 6–14
RF.K.2.c Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Kindergarten, Lessons 6–12, 15–44, 47–52, 55–75, 80–113, 115–118, 120–128, 130–133, 135–137, 141, 142, 144–146, 151, 152, 154–156
RF.K.2.d Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Kindergarten, Lessons 5, 80, 83, 86, 90, 93, 96, 100, 103, 106, 111, 119, 120, 126, 129, 130, 136, 139
RF.K.2.e Recognize and produce rhyming words.	Kindergarten, Lessons 4, 5

Reading and Writing: Foundational Skills

Phonics and Word Recognition

Iowa Standards	Aligned Components of <i>Reading Foundations</i>
RF.K.3 Know and apply grade-level phonics, which includes word analysis skills to support decoding and encoding words. (DOK 1,2)	Kindergarten, Lessons 6–148, 150–158
RF.K.3.a Demonstrate basic knowledge of phoneme-grapheme (one-to-one, letter-sound) correspondences by producing the primary and most frequent sounds for each consonant.	Kindergarten, Lessons 6–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–148, 150–158
RF.K.3.b Associate the long and short sounds with common graphemes (spellings) for the five major vowels.	Kindergarten, Lessons 9–12, 14–20, 22–87, 89–97, 99–107, 109–112, 114–117, 119–127, 129–137, 139–148, 150–158
RF.K.3.c Read common high-frequency words with accuracy and automaticity (e.g., the, of, to, you, she, my, is, are, do, does).	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, 74–148, 150–158
RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Kindergarten, Lessons 83, 111, 120, 126, 136

Reading and Writing: Foundational Skills

Fluency

Iowa Standards	Aligned Components of <i>Reading Foundations</i>
RF.K.4	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,

Iowa Standards	Aligned Components of <i>Reading Foundations</i>
Orally read grade-appropriate text with purpose and understanding. (DOK 1)	112, 114, 115, 117, 121, 122, 124, 125, 127, 131, 132, 134, 135, 137, 140, 141, 143, 144, 147, 150, 151, 153, 154, 157

Reading and Writing: Foundational Skills

Writing Foundations

Iowa Standards	Aligned Components of <i>Reading Foundations</i>
WF.K.1 Print with scaffolding and support for a variety of tasks and purposes. (DOK 1)	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, 101, 103, 104, 106, 107, 110, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137, 140, 143, 147, 150, 153, 157
WF.K.1.a Form many upper and lowercase manuscript letters and numerals correctly with proportion, line awareness, and spacing (between words and letters).	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address numeral formation. 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, 101, 103, 104, 106, 107, 110, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137, 140, 143, 147, 150, 153, 157
WF.K.1.b Begin to produce manuscript writing.	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, 101, 103, 104, 106, 107, 110, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137, 140, 143, 147, 150, 153, 157