North Dakota English Language Arts (ELA) Content Standards K-12 (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 North Dakota standards while benefiting from the coherent, research-based design of *Arts & Letters*. A detailed alignment analysis between North Dakota standards and *Reading Foundations* follows.

FOUNDATIONS OF LITERACY: Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.

Phonics and Word Study: Learners will decode, encode, and connect meaning to word parts and words.

North Dakota Standards	Aligned Components of *Reading Foundations*
3.F.8 Decode words with phoneme-grapheme correspondences:	Grade 3, Lessons 1–5, 21–24, 31–48, 50, 56–68, 74–81, 83–89, 92, 93, 95–107, 114–133, 139, 140, 142, 144, 146–148, 152, 154, 155
3.F.8.a multisyllabic word construction and division:	Grade 3, Lessons 1–5
3.F.8.a.1 open syllables	Grade 3, Lessons 1–5
3.F.8.a.2 closed syllables	Grade 3, Lessons 1–5
3.F.8.a.3 complex closed syllables	Grade 3, Lessons 1–5
3.F.8.a.4 long vowel: VCe	Grade 3, Lessons 1–5
3.F.8.a.5 vowel-r syllables	Grade 3, Lessons 1–5
3.F.8.a.6 vowel team syllables	Grade 3, Lessons 1–5

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North Dakota Standards	Aligned Components of *Reading Foundations*
3.F.8.a.7 consonant -le syllables	Grade 3, Lessons 1–5
3.F.8.a.8 syllable division principles (VC/CV, V/CV, etc.)	Grade 3, Lessons 1–5
3.F.8.b inflectional endings	*Reading Foundations* addresses this standard in grades Kindergarten, 1, and 2. Kindergarten, Lessons 31, 130–135 Grade 1, Lessons 63–75 Grade 2, Lessons 26–28
3.F.8.c Latin and Greek roots	Grade 3, Lessons 39–42, 78–81, 152–155.
3.F.9 Encode words with phoneme-grapheme correspondences:	Grade 3, Lessons 21–23, 31, 34–36, 39, 42–44, 46–48, 50, 57, 58, 61, 62, 65, 68, 74, 75, 78, 81, 85, 86, 89, 92, 95–97, 100, 103–105, 117, 121, 125–127, 130, 131, 133, 136–138, 140, 141, 144, 147, 148, 152, 155
3.F.9.a vowel teams	*Reading Foundations* addresses this standard in grade 2. Grade 2, Lessons 46–51, 82–91
3.F.9.b diphthongs	*Reading Foundations* addresses this standard in grade 2. Grade 2, Lessons 92–94
3.F.9.c three consonant blends	*Reading Foundations* addresses this standard in grade 1. Grade 1, Lessons 33–35

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North Dakota Standards	Aligned Components of *Reading Foundations*
3.F.9.d other r-controlled	*Reading Foundations* addresses this standard in grade 2. Grade 2, Lessons 76–81
3.F.9.e silent letter combinations	*Reading Foundations* addresses this standard in grade 2. Grade 2, Lessons 112–114
3.F.9.f less common digraphs (e.g., ph (/f/), gh (/f/), ch (/k/ and /sh/))	*Reading Foundations* partially addresses this standard; the program does not explicitly address writing less common digraphs. Grade 3, Lessons 21, 22, 31, 34–36, 39, 42, 57, 58, 61, 62, 65, 68, 74, 75, 78, 81, 92, 95–97, 100, 103–105, 126, 127, 130, 131, 133, 140, 141, 144, 147, 152, 155
3.F.9.g trigraphs	*Reading Foundations* addresses this standard in grades 1 and 2. Grade 1, Lessons 46-48, 53-55 Grade 2, Lessons 19-21
3.F.9.h schwa	*Reading Foundations* addresses this standard in grade 2. Grade 2, Lessons 145–147 Grade 3, Lessons 21, 22, 31, 34–36, 39, 42, 57, 58, 61, 62, 65, 68, 74, 75, 78, 81, 92, 95–97, 100, 103–105, 126, 127, 130, 131, 133, 140, 141, 144, 147, 152, 155
3.F.9.i common derivational suffixes (e.g., -ly, -able, -ful)	Grade 3, Lessons 21–24, 31–38, 57–60, 96–99, 126–133, 140–147.
3.F.9.j irregularly spelled high-frequency words	Grade 3, Lessons 21, 23, 31, 43, 44, 46–48, 50, 81, 85, 86, 89, 117, 121, 125, 136–138, 140, 144, 147, 148, 155

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3.F.10 Determine the meaning of multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, homographs).	Grade 3, Lessons 21–23, 31, 32, 34–36, 38–40, 42, 47, 57, 58, 60–62, 64–66, 68, 74, 75, 77–79, 81, 86, 92, 93, 95–97, 99–101, 103–105, 107, 114, 118, 122, 126, 127, 129–131, 133, 136, 137, 140, 144, 147, 152, 155
3.F.11 Use new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.	Grade 3, Lessons 21–23, 31, 32, 34–36, 38–40, 42, 47, 57, 58, 60–62, 64–66, 68, 74, 75, 77–79, 81, 86, 92, 93, 95–97, 99–101, 103–105, 107, 114, 118, 122, 126, 127, 129–131, 133, 140, 144, 147, 152, 155
3.F.11.a Make connections to a word's structure using knowledge of phonology, morphology, and word orthography to aid learning.	Grade 3, Lessons 21–23, 31, 32, 34–36, 38–40, 42, 47, 57, 58, 60–62, 64–66, 68, 74, 75, 77–79, 81, 86, 92, 93, 95–97, 99–101, 103–105, 107, 114, 118, 122, 126, 127, 129–131, 133, 140, 144, 147, 152, 155 *Language* Arts addresses using knowledge of phonology and word orthography in grade 3.

FOUNDATIONS OF LITERACY: Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.

Fluency: Learners will read with sufficient accuracy, rate, and expression to support comprehension.

North Dakota Standards	Aligned Components of *Reading Foundations*
3.F.12 Read accurately and automatically a variety of third-grade texts with expression, phrasing, purpose, and understanding.	Grade 3, Lessons 24, 33, 37, 41, 45, 49, 56, 59, 63, 67, 76, 80, 84, 88, 94, 98, 102, 106, 116, 120, 124, 128, 132, 139, 142, 146, 154

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FOUNDATIONS OF LITERACY: Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.

Foundations of Writing: Learners will write complete sentences and paragraphs.

North Dakota Standards	Aligned Components of *Reading Foundations*
3.F.14 Write an organized paragraph with a topic sentence, supporting sentences, and a conclusion. (Example structures for organization may include, but are not limited to, summary, disciplinary literacy response, opinion, or informative).	This standard is addressed in *Language Arts*.

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