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*
4.F.8 Decode words using the combined knowledge of syllabication patterns and morphology in context and out of context:	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, 122, 123, 125–136, 139, 141, 143, 145, 147, 149, 151, 153
4.F.8.a multisyllabic word construction and division that includes:	Grade 4, Lessons 1–4
4.F.8.a.1 open syllables	Grade 4, Lessons 1–4
4.F.8.a.2 closed syllables	Grade 4, Lessons 1–4
4.F.8.a.3 complex closed syllables	Grade 4, Lessons 1–4
4.F.8.a.4 long vowel: VCe	Grade 4, Lessons 1–4
4.F.8.a.5 vowel-r syllables	Grade 4, Lessons 1–4

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4.F.8.a.6 vowel team syllables	Grade 4, Lessons 1–4
4.F.8.a.7 consonant -le syllables	Grade 4, Lessons 1–4
4.F.8.a.8 syllable division principles (VC/CV, V/CV, etc.)	Grade 4, Lessons 1–4
4.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
4.F.8.c Latin and Greek roots	Grade 4, Lessons 9–12, 35–38, 67–74, 103–114
4.F.9 Encode words using the combined knowledge of syllabication patterns and morphology in context and out of context:	Grade 4, Lessons 5–7, 12, 15, 23–25, 27, 28, 30–32, 34, 36, 38, 41, 42, 44–46, 48, 50, 52–54, 56, 59, 60, 62–64, 66, 68, 70, 72, 81, 82, 84–86, 88–90, 92–94, 96, 99, 100, 102, 104, 106, 107, 109, 112, 114, 121, 122, 124–126, 128–130, 132–134, 136, 139
4.F.9.a multisyllabic word construction and division that includes:	Grade 4, Lessons 5–7, 12, 15, 23–25, 27, 28, 30–32, 34, 36, 38, 41, 42, 44–46, 48, 50, 52–54, 56, 59, 60, 62–64, 66, 68, 70, 72, 81, 82, 84–86, 88–90, 92–94, 96, 99, 100, 102, 104, 106, 107, 109, 112, 114, 121, 122, 124–126, 128–130, 132–134, 136, 139

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4.F.9.a.1 open syllables	*Reading Foundations* partially addresses this standard; the program does not explicitly address writing words with open–syllables. Grade 4, Lessons 5–7, 12, 15, 23–25, 27, 28, 30–32, 34, 36, 38, 41, 42, 44–46, 48, 50, 52–54, 56, 59, 60, 62–64, 66, 68, 70, 72, 81, 82, 84–86, 88–90, 92–94, 96, 99, 100, 102, 104, 106, 107, 109, 112, 114, 121, 122, 124–126, 128–130, 132–134, 136, 139
4.F.9.a.2 closed syllables	*Reading Foundations* partially addresses this standard; the program does not explicitly address writing words with closed–syllables. Grade 4, Lessons 5–7, 12, 15, 23–25, 27, 28, 30–32, 34, 36, 38, 41, 42, 44–46, 48, 50, 52–54, 56, 59, 60, 62–64, 66, 68, 70, 72, 81, 82, 84–86, 88–90, 92–94, 96, 99, 100, 102, 104, 106, 107, 109, 112, 114, 121, 122, 124–126, 128–130, 132–134, 136, 139
4.F.9.a.3 complex closed syllables	*Reading Foundations* partially addresses this standard; the program does not explicitly address writing words with complex closed–syllables. Grade 4, Lessons 5–7, 12, 15, 23–25, 27, 28, 30–32, 34, 36, 38, 41, 42, 44–46, 48, 50, 52–54, 56, 59, 60, 62–64, 66, 68, 70, 72, 81, 82, 84–86, 88–90, 92–94, 96, 99, 100, 102, 104, 106, 107, 109, 112, 114, 121, 122, 124–126, 128–130, 132–134, 136, 139
4.F.9.a.4 long vowel: VCe	*Reading Foundations* partially addresses this standard; the program does not explicitly address writing words with VCe (long vowel). Grade 4, Lessons 5–7, 12, 15, 23–25, 27, 28, 30–32, 34, 36, 38, 41, 42, 44–46, 48, 50, 52–54, 56, 59, 60, 62–64, 66, 68, 70, 72, 81, 82, 84–86, 88–90, 92–94, 96, 99, 100, 102, 104, 106, 107, 109, 112, 114, 121, 122, 124–126, 128–130, 132–134, 136, 139
4.F.9.a.5 vowel-r syllables	*Reading Foundations* partially addresses this standard; the program does not explicitly address writing words with vowel–r syllables. Grade 4, Lessons 5–7, 12, 15, 23–25, 27, 28, 30–32, 34, 36, 38, 41, 42, 44–46, 48, 50, 52–54, 56, 59, 60, 62–64, 66, 68, 70, 72, 81, 82, 84–86, 88–90, 92–94, 96, 99, 100, 102, 104, 106, 107, 109, 112, 114, 121, 122, 124–126, 128–130, 132–134, 136, 139

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4.F.9.a.6 vowel team syllables	*Reading Foundations* partially addresses this standard; the program does not explicitly address writing words with vowel team syllables. Grade 4, Lessons 5–7, 12, 15, 23–25, 27, 28, 30–32, 34, 36, 38, 41, 42, 44–46, 48, 50, 52–54, 56, 59, 60, 62–64, 66, 68, 70, 72, 81, 82, 84–86, 88–90, 92–94, 96, 99, 100, 102, 104, 106, 107, 109, 112, 114, 121, 122, 124–126, 128–130, 132–134, 136, 139
4.F.9.a.7 consonant -le syllables	*Reading Foundations* partially addresses this standard; the program does not explicitly address writing words with consonant–le syllables. Grade 4, Lessons 5–7, 12, 15, 23–25, 27, 28, 30–32, 34, 36, 38, 41, 42, 44–46, 48, 50, 52–54, 56, 59, 60, 62–64, 66, 68, 70, 72, 81, 82, 84–86, 88–90, 92–94, 96, 99, 100, 102, 104, 106, 107, 109, 112, 114, 121, 122, 124–126, 128–130, 132–134, 136, 139
4.F.9.a.8 syllable division principles (VC/CV, V/CV, etc.)	*Reading Foundations* addresses writing words with syllable–division principles in grades 1 and 2. Grade 1, Lessons 106–107, 110–111, 113–114, 116–117, 120–121 Grade 2, Lessons 56–57, 59–60, 62–63, 66–67, 69–70, 72–73
4.F.9.b common Latin roots	Grade 4 Lesson 9, 12, 35–36, 38, 49–50, 52, 67–68, 70–72, 103–104, 106–109, 111–112, 114, 143–144, 146–148, 150–152, 154 Grade 4, Lessons 5–7, 12, 15, 23–25, 27, 28, 30–32, 34, 36, 38, 41, 42, 44–46, 48, 50, 52–54, 56, 59, 60, 62–64, 66, 68, 70, 72, 81, 82, 84–86, 88–90, 92–94, 96, 99, 100, 102, 104, 106, 107, 109, 112, 114, 121, 122, 124–126, 128–130, 132–134, 136, 139
4.F.9.c inflectional and derivational endings	Grade 4, Lessons 5–7, 12, 15, 23–25, 27–28, 30–32, 34, 36, 38, 41–42, 44–46, 48, 50, 52–54, 56, 59–60, 62–64, 66, 68, 70, 72, 81–82, 84–86, 88–90, 92–94, 96, 99–100, 102, 104, 106–109, 112, 114, 121–122, 124–126, 128–130, 132–134, 136, 139–140, 142
4.F.9.d schwa	*Reading Foundations* addresses this standard in grade 2. Grade 2, Lessons 145–147

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4.F.10 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs).	Grade 4, Lessons 5–7, 9, 10, 12, 23–25, 27, 28, 30, 32, 35, 36, 38, 45, 49, 50, 52–54, 56, 59, 60, 62–64, 66–68, 70–72, 74, 81, 85, 89, 90, 92–94, 96, 99, 100, 102–104, 106–109, 111, 112, 114, 122, 125, 126, 128–130, 132–134, 136, 139, 143, 147, 151
4.F.11 Accurately interpret general academic and domain-specific words and phrases.	This standard is addressed in *Language Arts*.

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*
4.F.12 Read accurately and automatically a variety of fourth-grade texts using expression, phrasing, purpose, and 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, 123, 127, 131, 135, 141, 145, 149, 153

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*
4.F.14 Write an organized paragraph that includes a topic sentence, multiple supporting sentences, and a concluding sentence (Example structures for organization may include but are not limited to the summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for organization).	This standard is addressed in *Language Arts*.

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