

Ohio's Learning Standards for English Language Arts (2026)

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

Reading Foundations

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
RF.1.1 Demonstrate understanding of the organization and basic features of a sentence:	Grade 1, Lessons 1, 2, 5, 6, 9–13, 15–21, 23–29, 31–37, 39–45, 47–61, 63–69, 71–74, 76–78, 80–87, 90–97, 100–107, 110–117, 120–127, 130–137, 140–147, 150–157
RF.1.1.a Recognize that a sentence begins with a capital letter.	Grade 1, Lessons 5, 6, 12, 15, 17, 51, 54, 57, 61, 64, 67, 71, 74, 77, 84, 87, 91, 94, 97, 101, 104, 107, 111, 114, 117, 121, 124, 127, 131, 132, 134, 135, 137, 141, 142, 144, 145, 147, 151, 152, 154, 155, 157
RF.1.1.b Recognize that a sentence ends with punctuation (period, question mark, or exclamation point).	Grade 1, Lessons 5, 6, 12, 15, 17, 51, 54, 57, 61, 64, 67, 71, 74, 77, 84, 87, 91, 94, 97, 101, 104, 107, 111, 114, 117, 121, 124, 127, 131, 132, 134, 135, 137, 141, 142, 144, 145, 147, 151, 152, 154, 155, 157
RF.1.1.c Understand that words in a sentence are separated by spaces.	<i>Reading Foundations</i> addresses this standard in Kindergarten. 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, 120, 121, 123, 124, 127, 130, 131, 133, 134, 137, 140, 141, 143, 144, 147, 150, 151, 153, 154, 157
RF.1.1.d Follow words in a sentence from left to right.	<i>Reading Foundations</i> addresses this standard in Kindergarten. 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.1.2 Identify, produce, and manipulate the sound structures of spoken words, including syllables and phonemes (sounds), with automaticity:	Grade 1, Lessons 2, 4–137, 140–147, 150–157
RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.	Grade 1, Lessons 19, 39, 59, 79, 99, 113, 119

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
RF.1.2.b Blend and segment spoken words with up to five phonemes, including words with initial and final consonant blends.	Grade 1, Lessons 2, 4–18, 20–38, 40–58, 60–78, 80–98, 100–118, 120–137, 140–147, 150–157
RF.1.2.c Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes.	Grade 1, Lessons 26, 29, 30, 40, 46, 49, 56, 66, 69, 76, 89, 96, 106, 109, 126, 129, 146, 149.
RF.1.3 a Decode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: CVC words with short vowel sounds (e.g., cat); Open syllables in one-syllable words (e.g., go); Consonant digraphs (e.g., chart); Vowel-consonant-e (VCe) (e.g., same); FLOSS rule (f, l, s, z doubling) (e.g., stuff); Y as a consonant and a vowel; Multisyllabic words with open and closed syllables; Compound words; Common prefixes (e.g., undo, redo); Common inflectional suffixes with single-syllable bases (e.g., helps, helped, helping).	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address the FLOSS rule, Y as a consonant/vowel, or compound words as a decoding pattern. <i>Reading Foundations</i> addresses common prefixes in grade 2. Grade 2, Lessons 2, 3, 6–13, 16–18, 20–34, 36–43, 46–49, 52, 53, 55–63, 66–73, 76–83, 86–93, 97–103, 106–113, 116–123, 126–133, 136–147, 149–157
RF.1.3 b Read common high-frequency words with automaticity, aligned with the adopted HQIM, such as: Phonetically regular words; Partially regular words; Irregular words.	<i>Reading Foundations</i> addresses partially regular words in grade 3. Grade 3, Lessons 21, 23, 24, 31, 33, 37, 41, 43–50, 56, 59, 63, 67, 76, 80, 81, 84–86, 88, 89, 98, 102, 106, 116, 117, 120, 121, 124, 125, 128, 132, 136–140, 142, 144, 146–148, 154, 155
RF.1.4 Read connected texts aloud with sufficient fluency to support comprehension:	Grade 1, Lessons 1, 2, 5, 6, 8, 9, 11, 12, 14, 15, 17, 21, 22, 24, 25, 27, 31, 32, 34, 35, 37, 41, 42, 44, 45, 47, 51, 52, 54, 55, 57, 61, 62, 64, 65, 67, 71, 72, 74, 75, 77, 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, 141, 142, 144, 145, 147, 151, 152, 154, 155, 157
RF.1.4.a Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text.	Grade 1, Lessons 1, 2, 5, 6, 8, 9, 11, 12, 14, 15, 17, 21, 22, 24, 25, 27, 31, 32, 34, 35, 37, 41, 42, 44, 45, 47, 51, 52, 54, 55, 57, 61, 62, 64, 65, 67, 71, 72, 74, 75, 77, 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, 141, 142, 144, 145, 147, 151, 152, 154, 155, 157

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
RF.1.4.b Orally read grade-level text with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from text, targeting 60 words correct per minute (wcpm) by the end of first grade.	Grade 1, Lessons 1, 2, 5, 6, 8, 9, 11, 12, 14, 15, 17, 21, 22, 24, 25, 27, 31, 32, 34, 35, 37, 41, 42, 44, 45, 47, 51, 52, 54, 55, 57, 61, 62, 64, 65, 67, 71, 72, 74, 75, 77, 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, 141, 142, 144, 145, 147, 151, 152, 154, 155, 157
RF.1.4.c Self-monitor word recognition and understanding, rereading as necessary.	Grade 1, Lessons 5, 6, 8, 9, 11, 12, 14, 15, 17, 21, 22, 24, 25, 27, 31, 32, 34, 35, 37, 41, 42, 44, 45, 47, 51, 52, 54, 55, 57, 61, 62, 64, 65, 67, 71, 72, 74, 75, 77, 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, 141, 142, 144, 145, 147, 151, 152, 154, 155, 157

Writing Foundations

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
WF.1.1 Print all lowercase and uppercase graphemes (letter/letters) independently, accurately, and with automaticity. Demonstrate this through:	Grade 1, Lessons 3–5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 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, 131, 134, 137, 141, 144, 147, 151, 154, 157
WF.1.1.a Correct letter strokes;	Grade 1, Lessons 4–18.
WF.1.1.b Correct letter formation;	Grade 1, Lessons 3–5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 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, 131, 134, 137, 141, 144, 147, 151, 154, 157

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
WF.1.1.c Accurate letter placement within words;	Grade 1, Lessons 3–5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 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, 131, 134, 137, 141, 144, 147, 151, 154, 157
WF.1.1.d Proper directionality (top to bottom, left to right);	Grade 1, Lessons 4, 5, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 37, 40, 41, 43, 44, 46, 47, 50, 51, 53, 54, 56, 57, 60, 61, 63, 64, 66, 67, 70, 71, 73, 74, 76, 77, 80, 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, 131, 134, 137, 141, 144, 147, 151, 154, 157
WF.1.1.e Correct line placement; and	<i>Reading Foundations</i> does not address this standard.
WF.1.1.f Appropriate pencil grip.	<i>Reading Foundations</i> addresses this standard in grade K. Kindergarten, Lessons 3–5.
WF.1.2 Encode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: Short vowel; Long vowel in one-syllable words; Consonant digraphs; Consonant blends; Vowel-consonant-e (VCe) (e.g., same), pine); FLOSS rule (f, l, s, z doubling) (e.g., stuff), jazz); Common inflectional suffixes (e.g., helps, helped, helping).	Grade 1, Lessons 1, 2, 6–9, 11–17, 19–29, 31–128, 130–138, 140–148, 150–158 <i>Reading Foundations</i> addresses encoding short-vowel patterns and words with inflectional suffixes in Kindergarten. Kindergarten, Lessons 80–82, 116–118, 120–128.