

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.2.3 a Decode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: Initial and final 2- to 3 consonant blends; Most common vowel teams with long-vowel sounds; Hard and soft c and g; Vowel-r combinations; Compound words; Multisyllabic words with closed syllables, open syllables, VCe, Vowel-r, and vowel teams; Words containing the -ild, -ost, -old, -olt, -ind pattern; Digraphs; Trigraphs; Silent letter combinations; Common prefixes (e.g., distract, input); Common inflectional suffixes (e.g., wishes, wished, wishing); Common derivational suffixes (e.g., neighborhood, teacher).	Grade 2, Lessons 6–8, 26–31, 52–54, 56–74, 76–81, 99–101, 106–111, 142–144, 149–157.
RF.2.3 b Read common high-frequency words with automaticity, aligned with the adopted HQIM, such as: Phonetically regular words; Partially regular words; Irregular words.	Grade 2, Lessons 1–147, 149–157
RF.2.4 Read connected texts with sufficient fluency to support comprehension:	Grade 2, Lessons 1, 2, 4, 5, 7, 8, 10, 11, 13, 17, 18, 20, 21, 23, 27, 28, 30, 31, 33, 37, 38, 40, 41, 43, 47, 48, 50, 51, 53, 57, 58, 60, 61, 63, 67, 68, 70, 71, 73, 77, 78, 80, 81, 83, 87, 88, 90, 91, 93, 97, 98, 100, 101, 103, 107, 108, 110, 111, 113, 117, 118, 120, 121, 123, 127, 128, 130, 131, 133, 137, 138, 140, 141, 143, 146, 150, 151, 153, 154, 156
RF.2.4.a Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text.	Grade 2, Lessons 1, 2, 4, 5, 7, 8, 10, 11, 13, 17, 18, 20, 21, 23, 27, 28, 30, 31, 33, 37, 38, 40, 41, 43, 47, 48, 50, 51, 53, 57, 58, 60, 61, 63, 67, 68, 70, 71, 73, 77, 78, 80, 81, 83, 87, 88, 90, 91, 93, 97, 98, 100, 101, 103, 107, 108, 110, 111, 113, 117, 118, 120, 121, 123, 127, 128, 130, 131, 133, 137, 138, 140, 141, 143, 146, 150, 151, 153, 154, 156
RF.2.4.b Orally read grade-level text with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from text, targeting 100 words correct per minute (wcpm) by the end of second grade.	Grade 2, Lessons 1, 2, 4, 5, 7, 8, 10, 11, 13, 17, 18, 20, 21, 23, 27, 28, 30, 31, 33, 37, 38, 40, 41, 43, 47, 48, 50, 51, 53, 57, 58, 60, 61, 63, 67, 68, 70, 71, 73, 77, 78, 80, 81, 83, 87, 88, 90, 91, 93, 97, 98, 100, 101, 103, 107, 108, 110, 111, 113, 117, 118, 120, 121, 123, 127, 128, 130, 131, 133, 137, 138, 140, 141, 143, 146, 150, 151, 153, 154, 156

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
RF.2.4.c Self-monitor word recognition and understanding, rereading as necessary.	Grade 2, Lessons 2, 4, 5, 7, 8, 10, 11, 13, 17, 18, 20, 21, 23, 27, 28, 30, 31, 33, 37, 38, 40, 41, 43, 47, 48, 50, 51, 53, 57, 58, 60, 61, 63, 67, 68, 70, 71, 73, 77, 78, 80, 81, 83, 87, 88, 90, 91, 93, 97, 98, 100, 101, 103, 107, 108, 110, 111, 113, 117, 118, 120, 121, 123, 127, 128, 130, 131, 133, 137, 138, 140, 141, 143, 146, 150, 151, 153, 154, 156

Writing Foundations

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
WF.2.1 Write legibly in manuscript and/or cursive:	Grade 2, Lessons 1, 3, 4, 6, 7, 9, 10, 12, 13, 16, 17, 19, 20, 22, 23, 26, 27, 29, 30, 32, 33, 36, 37, 39, 40, 42, 43, 46, 47, 49, 50, 52, 53, 56, 57, 59, 60, 62, 63, 66, 67, 69, 70, 72, 73, 76, 77, 79, 80, 82, 83, 86, 87, 89, 90, 92, 93, 96, 97, 99, 100, 102, 103, 106, 107, 109, 110, 112, 113, 116, 117, 119, 120, 122, 123, 126, 127, 129, 130, 132, 133, 137, 140, 143, 146, 150, 153, 156
WF.2.1.a Write all letters independently, in manuscript and/or cursive, with accuracy and fluency across words and sentences.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address writing letters with fluency. Grade 2, Lessons 1, 3, 4, 6, 7, 9, 10, 12, 13, 16, 17, 19, 20, 22, 23, 26, 27, 29, 30, 32, 33, 36, 37, 39, 40, 42, 43, 46, 47, 49, 50, 52, 53, 56, 57, 59, 60, 62, 63, 66, 67, 69, 70, 72, 73, 76, 77, 79, 80, 82, 83, 86, 87, 89, 90, 92, 93, 96, 97, 99, 100, 102, 103, 106, 107, 109, 110, 112, 113, 116, 117, 119, 120, 122, 123, 126, 127, 129, 130, 132, 133, 137, 140, 143, 146, 150, 153, 156
WF.2.1.b Maintain consistent letter size, spacing, alignment, and automaticity of strokes.	Grade 2, Lessons 1, 3, 4, 6, 7, 9, 10, 12, 13, 16, 17, 19, 20, 22, 23, 26, 27, 29, 30, 32, 33, 36, 37, 39, 40, 42, 43, 46, 47, 49, 50, 52, 53, 56, 57, 59, 60, 62, 63, 66, 67, 69, 70, 72, 73, 76, 77, 79, 80, 82, 83, 86, 87, 89, 90, 92, 93, 96, 97, 99, 100, 102, 103, 106, 107, 109, 110, 112, 113, 116, 117, 119, 120, 122, 123, 126, 127, 129, 130, 132, 133, 137, 140, 143, 146, 150, 153, 156
WF.2.2 a	Grade 2, Lessons 56–74

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
Encode words aligned with scope and sequence of adopted HQIM, such as: Grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel consonant-e, vowel teams, vowel-r, and consonant-le.	<i>Reading Foundations</i> addresses syllable types, including open, closed, vowel consonant–e, vowel teams, vowel–r, and consonant–le in grade 3. Grade 3, lessons 1–5
WF.2.2 b Grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.	Grade 2, Lessons 1, 4, 7, 10, 13, 17, 20, 23, 27, 30, 33, 37, 40, 43, 47, 50, 52, 53, 57, 60, 63, 67, 70, 73, 77, 80, 83, 87, 90, 93, 96, 97, 100, 103, 107, 110, 113, 117, 120, 123, 127, 130, 133, 137, 140, 143, 146, 150, 153, 156
WF.2.2 c Encode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: Two- and three-consonant blends, including those containing digraphs; Consonant digraphs, trigraphs, and silent-letter combinations; Y as a consonant and a vowel; Common vowel teams, including diphthongs; Hard and soft c and g; Contractions with am, is, has, not, have, would, and will, using apostrophes appropriately; Compound words; Words containing the -ild, -ost, -old, -olt, -ind patterns; Common prefixes (e.g., distract, input); Common inflectional suffixes (wishes, wished, wishing); Common derivational suffixes (e.g., neighborhood, teacher).	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address y as a consonant/vowel. Grade 2, Lessons 6, 19, 26, 29, 46, 49, 52, 56, 59, 62, 66, 69, 72, 76, 79, 82, 86, 89, 92, 99, 102, 106, 109, 112, 116, 119, 122, 126, 129, 132, 136, 139, 142, 145, 149, 152, 155