

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.3.3 a Decode words based on syllable type, aligned with scope and sequence of adopted HQIM, such as: One-syllable words with diphthongs; Multisyllabic words with vowel teams (long vowel, short vowel, diphthong); Consonant-le syllable type; Multisyllabic words by division type: VC/CV, V/CV, VC/V, CV/VC; Multisyllabic words with schwa.	Grade 3, Lessons 1–5.
RF.3.3 b Decode words based on morphological structure, aligned with scope and sequence of adopted HQIM, such as: Common prefixes (e.g., undo); Common inflectional suffixes (e.g., walking); Common derivational suffixes (e.g., teacher); Common Latin roots (e.g., eject).	Grade 3, Lessons 39–42, 78–81, 152–155.
RF.3.3 c Decode 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 this standard at grade level and in grade 2. Grade 2, Lessons 2–4, 6, 7, 9–13, 15–17, 20, 21, 23, 25, 27–33, 35, 37, 38, 40–43, 45–50, 52, 53, 55–75, 77–97, 99–103, 105–123, 125–127, 129–147, 149–157
RF.3.4 Read texts with sufficient fluency to support comprehension.	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
RF.3.4.a Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text.	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
RF.3.4.b Orally read a variety of grade-level texts with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from	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

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
the text, targeting 112 words correct per minute (wcpm) by the end of third grade.	
RF.3.4.c Self-monitor word recognition and understanding, rereading as necessary.	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

Writing Foundations

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
WF.3.1 Write legibly in manuscript and/or cursive.	Grade 3, Lessons 6–20, 44, 46, 48, 50, 83, 85, 87, 89, 115, 117, 119, 121, 123, 125, 148
WF.3.1.a Write letters legibly to focus attention on composing ideas rather than forming letters.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address writing legibly to focus attention on composing ideas. Grade 3, Lessons 6–20, 44, 46, 48, 50, 83, 85, 87, 89, 115, 117, 119, 121, 123, 125, 148
WF.3.1.b Write legibly at a pace that supports sustained composition and notetaking across sentences and paragraphs.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address writing at a pace that supports sustained composition and notetaking across sentences and paragraphs. Grade 3, Lessons 6–20, 44, 46, 48, 50, 83, 85, 87, 89, 115, 117, 119, 121, 123, 125, 148
WF.3.2 a Encode words, aligned with scope and sequence of adopted HQIM, such as: Multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams (including diphthongs), vowel-r, consonant-le, and schwa; High-frequency words using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.	Grade 3, Lessons 21–23, 31, 32, 34–36, 38, 40, 42–44, 46–48, 50, 53–55, 57, 58, 60–62, 64–66, 68, 74, 75, 77, 79, 81–83, 85–87, 89, 92, 93, 95–97, 99–101, 103–105, 107, 114, 115, 117–119, 121–123, 125–127, 129–131, 133, 136–138, 140, 144, 147, 148, 155

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
WF.3.2 b Encode words with patterns, aligned with scope and sequence of adopted HQIM, such as: Two- to three-consonant blends, including those containing digraphs; Consonant digraphs, trigraphs, and silent letter combinations; Common prefixes (e.g., undo); Common inflectional suffixes (e.g., walking); Common derivational suffixes (e.g., teacher); Consonant doubling for suffix addition; Drop the silent e for suffix addition; Change y to i for suffix addition.	Grade 3, Lessons 21–23, 31, 32, 34–36, 38–40, 42–44, 46–48, 50, 57, 58, 60–62, 64–66, 68, 74, 75, 77–79, 81, 83, 85–87, 89, 92, 93, 95–97, 99–101, 103–105, 107, 114, 115, 117–119, 121–123, 125–127, 129–131, 133, 140, 141, 144, 147, 148, 152, 155