

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.5.3 Decode multisyllabic words, aligned with scope and sequence of adopted HQIM, using:	Grade 5, Lessons 1–9, 11, 16, 23–38, 41, 43, 45, 47, 49–56, 59–74, 81, 83, 85–96, 99–114, 122, 123, 125–136, 139, 141, 143, 145, 147, 149, 151, 153
RF.5.3.a Phoneme-grapheme correspondences	Grade 5, Lessons 1–9, 11, 16, 23–38, 41, 43, 45, 47, 49–56, 59–74, 81, 83, 85–96, 99–114, 122, 123, 125–136, 139, 141, 143, 145, 147, 149, 151, 153
RF.5.3.b Syllabication patterns	Grade 5, Lessons 1–9, 11, 16, 23–38, 41, 43, 45, 47, 49–56, 59–74, 81, 83, 85–96, 99–114, 122, 123, 125–136, 139, 141, 143, 145, 147, 149, 151, 153
RF.5.3.c Morphological structures (e.g., roots and affixes)	Grade 5, Lessons 1–9, 11, 16, 23–38, 41, 43, 45, 47, 49–56, 59–74, 81, 83, 85–96, 99–114, 122, 123, 125–136, 139, 141, 143, 145, 147, 149, 151, 153
RF.5.4 Read texts with sufficient fluency to support comprehension.	Grade 5, Lessons 8, 11, 16, 26, 29, 33, 37, 43, 47, 51, 55, 61, 65, 69, 73, 83, 88, 91, 95, 101, 105, 109, 113, 123, 127, 131, 135, 141, 145, 149, 153
RF.5.4.a Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from the text.	Grade 5, Lessons 8, 11, 16, 26, 29, 33, 37, 43, 47, 51, 55, 61, 65, 69, 73, 83, 88, 91, 95, 101, 105, 109, 113, 123, 127, 131, 135, 141, 145, 149, 153
RF.5.4.b Orally read a variety of grade-level texts with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from the text, targeting 146 words correct per minute (wcpm) by the end of fifth grade.	Grade 5, Lessons 8, 11, 16, 26, 29, 33, 37, 43, 47, 51, 55, 61, 65, 69, 73, 83, 88, 91, 95, 101, 105, 109, 113, 123, 127, 131, 135, 141, 145, 149, 153

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
RF.5.4.c Self-monitor word recognition and understanding, rereading as necessary.	Grade 5, Lessons 8, 11, 16, 26, 29, 33, 37, 43, 47, 51, 55, 61, 65, 69, 73, 83, 88, 91, 95, 101, 105, 109, 113, 123, 127, 131, 135, 141, 145, 149, 153

Writing Foundations

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
WF.5.1 Write fluently and legibly in manuscript and/or cursive.	Grade 5, Lessons 10, 12–15, 42, 44, 46, 48, 82, 84, 121, 124
WF.5.1.a Write legibly to communicate and support sustained composition across tasks.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address writing legibly to communicate and support sustained composition across tasks. Grade 5, Lessons 10, 12–15, 42, 44, 46, 48, 82, 84, 121, 124
WF.5.1.b Place text elements correctly on the page (e.g., headings, titles, paragraph indentations).	This standard is addressed in <i>Language Arts</i> .
WF.5.2 Encode words, aligned with scope and sequence of adopted HQIM, such as:	Grade 5, Lessons 5–7, 9, 10, 12–15, 23–25, 27, 28, 30, 34, 38, 41, 42, 44–46, 48–50, 52, 54, 56, 60, 64, 66–68, 70, 72, 74, 81, 82, 84, 86, 87, 90, 92–94, 96, 100, 102–104, 106–108, 110, 112, 114, 121, 122, 124, 126, 128, 130, 132–134, 136, 139, 143, 147
WF.5.2.a Multisyllabic words using knowledge of syllable types	Grade 5, Lessons 1–4.
WF.5.2.b Unfamiliar multisyllabic words, using knowledge of roots, prefixes, and suffixes	Grade 5, Lessons 23–30, 49–52, 67–70, 85–88, 93–96, 103–106.

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
WF.5.2.c High-frequency words, using morphological structures	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address spelling high-frequency words using morphological structures. Grade 5, Lessons 5–7, 9, 10, 12–15, 23–25, 27, 28, 30, 34, 38, 41, 42, 44–46, 48–50, 52, 54, 56, 60, 64, 66–68, 70, 72, 74, 81, 82, 84, 86, 87, 90, 92–94, 96, 100, 102–104, 106–108, 110, 112, 114, 121, 122, 124, 126, 128, 130, 132–134, 136, 139, 143, 147