

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.K.1 Demonstrate understanding of the organization and basic features of print:	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, 119–127, 130–137, 140–147, 150–157
RF.K.1.a Follow words from left to right, top to bottom, and page by page.	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.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.	Kindergarten, Lessons 1, 2, 9–12, 15–20, 23–29, 31–37, 39–45, 47–53, 55–61, 63–69, 71–74, 76–78, 80–87, 90–97, 100–107, 110–117, 119–127, 130–137, 140–147, 150–157
RF.K.1.c Understand that words are separated by spaces in print.	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.K.2 Recognize and produce the sound structures of spoken words, including syllables and phonemes (sounds), with automaticity:	Kindergarten, Lessons 1–78, 80–137, 139–147, 150–157
RF.K.2.a Recognize and produce rhyming words.	Kindergarten, Lessons 4, 5
RF.K.2.b Count, blend and segment up to three syllables in spoken words with automaticity.	Kindergarten, Lessons 1–3, 113

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
RF.K.2.c Identify and segment onsets and rimes in single-syllable spoken words with automaticity.	Kindergarten, Lessons 6–20, 23–28, 31–36, 39–75, 77, 78, 80–112, 114–120, 123, 127, 130, 133, 137, 139, 140, 143, 147, 150, 153, 157
RF.K.2.d Isolate, identify, and articulate the initial, medial and final phoneme in words containing three phonemes with automaticity.	Kindergarten, Lessons 6–12, 15–44, 47–52, 55–60, 63–68, 71–74, 80–87, 90–97, 100, 102, 103, 105–107, 110–113, 115–117, 121, 122, 124–126, 131, 132, 134–136, 141, 142, 144–146, 151, 152, 154–156
RF.K.2.e Segment single-syllable words containing three to four phonemes into individual sounds with automaticity.	<i>Reading Foundations</i> addresses this standard in grade 1. Grade 1, Lessons 2, 4, 6, 7, 9, 10, 12, 13, 15, 16, 18, 20, 23, 25, 26, 28, 30, 32, 33, 35, 36, 38, 40, 42, 43, 45, 46, 48, 50, 52, 53, 55, 56, 58, 60, 62, 63, 65, 66, 68, 70, 72, 75, 76, 78, 80, 82, 83, 85, 86, 88, 90, 92, 93, 95, 96, 98, 100, 102–105, 108, 112, 115, 118, 122, 123, 125, 126, 128
RF.K.2.f Blend three to four phonemes to make a one-syllable word with automaticity.	<i>Reading Foundations</i> addresses this standard in grade 1. Grade 1, Lessons 4–17, 20–27, 29–37, 40–47, 49–57, 60–67, 69–77, 80–87, 89–97, 100–107, 109–111, 113–117, 120–127, 129–137, 140–147, 150–157
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words:	Kindergarten, Lessons 8–81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 110, 111, 113, 114, 116, 117, 120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157
RF.K.3.a Name the letters of the alphabet in order.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address naming the letters of the alphabet in sequential order (only letter recognition/naming generally). Kindergarten, Lessons 8, 9, 11, 13–15, 17, 19, 21–23, 25, 27, 29–31, 33, 35, 37–39, 41, 43, 45–47, 49, 51, 53–55, 57, 59, 61–63, 65, 67, 69–71, 73, 75–79
RF.K.3.b Identify, name, and write all lowercase letters with automaticity.	Kindergarten, Lessons 6–158.

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RF.K.3.c Identify, name, and write all uppercase letters with automaticity.	Kindergarten, Lessons 6–158.
RF.K.3.d When given a phoneme, identify, name, and write the corresponding grapheme. Short vowels; Consonants; Consonant digraphs.	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 32, 34, 36, 40, 42, 44, 48, 50, 52, 56, 58, 60, 64, 66, 68, 72, 74, 76–81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 110, 111, 113, 114, 116, 117, 120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157
RF.K.3.e Decode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: a, e, i, o and u with short vowel sounds (CVC); Long vowel sounds associated with single letters (open syllables in one-syllable words); Consonant digraph sh, ch, th; Most common consonant sounds b, c, d, f, g, h, j, k, l, m, n, p, q(u), r, s, t, v, w, x, y, z; Welded/glued sounds (-ang, -ing, -ong, -ung, -ank, -ink, -onk, -unk, -an, -am, -all).	Kindergarten, Lessons 35–36, 83–108, 126–128
RF.K.3.f Read common high-frequency words with automaticity, aligned with the adopted HQIM, such as: Phonetically regular words; Partially regular words; Irregular words.	Kindergarten, Lessons 10–13, 15–21, 23–29, 31–37, 39–45, 47–53, 55–61, 63–69, 71–74, 76–88, 90–98, 100–108, 110–118, 120–128, 130–138, 140–148, 150–158

Writing Foundations

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
RF.K.4 Read aloud decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text.	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

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
WF.K.1 Print all lowercase and most uppercase graphemes (letter/letters) independently, accurately, and with automaticity. Demonstrate this through:	Kindergarten, Lessons 3–21, 23–28, 30–37, 39–44, 46–61, 63–68, 70–74, 76–81, 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, 130, 131, 133, 134, 137, 140, 141, 143, 144, 147, 150, 151, 153, 154, 157
WF.K.1.a Correct letter strokes;	Kindergarten, Lessons 6–158.
WF.K.1.b Correct letter formation;	Kindergarten, Lessons 3–12, 15–20, 23–28, 32–36, 39–44, 47–52, 55–60, 63–68, 71–74, 76–81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 110, 111, 113, 114, 116, 117, 120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157
WF.K.1.c Accurate letter placement within words;	Kindergarten, Lessons 3–12, 15–20, 23–28, 32–36, 39–44, 47–52, 55–60, 63–68, 71–74, 76–81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 110, 111, 113, 114, 116, 117, 120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157
WF.K.1.d Proper directionality (top to bottom, left to right);	<i>Reading Foundations</i> addresses top-to-bottom directionality in grade 1. 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.K.1.e Appropriate line placement; and	<i>Reading Foundations</i> does not address this standard.
WF.K.1.f Appropriate pencil grip.	Kindergarten, Lessons 3–5.

Ohio Standards	Aligned Components of <i>Reading Foundations</i>
WF.K.2 When given a word of up to three phonemes, encode and print words independently and accurately.	Kindergarten, Lessons 10, 12, 16, 18, 20, 24, 26, 28, 32, 34, 36, 40, 42, 44, 48, 50, 52, 56, 58, 60, 64, 66, 68, 72, 74, 80, 81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 111, 113, 114, 116, 117