South Carolina College- and Career-Ready English Language (2023)

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

Written and Oral Communications

Write independently and legibly for a variety of tasks and purposes.

South Carolina Standards	Aligned Components of *Reading Foundations*
ELA.1.C.6.1 Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.	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, 130, 131, 133, 134, 136, 137, 140, 141, 143, 144, 146, 147, 150, 151, 153, 154, 156, 157

Foundations of Literacy

Demonstrate early phonological awareness to basic phonemic awareness in spoken words.

South Carolina Standards	Aligned Components of *Reading Foundations*
ELA.1.F.1.2 Produce alliterative spoken words.	*Reading Foundations* does not address this standard.
ELA.1.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words.	*Reading Foundations* addresses this standard in Kindergarten. Kindergarten, Lessons 4, 5
ELA.1.F.1.4 Delete and add a syllable within a spoken word including compound words.	*Reading Foundations* does not address this standard.

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ELA.1.F.1.5 Blend and segment onsets and rimes of multisyllabic words.	*Reading Foundations* addresses the blending and segmenting onsets and rimes of single-syllable words in Kindergarten; the program does not explicitly address onset/rime blending and segmenting for multisyllabic words. Kindergarten, Lessons 6–14
ELA.1.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken word with three to five phonemes, and say the resulting word.	Grade 1, Lessons 29, 49, 69, 89, 109, 129, 149

Foundations of Literacy

Demonstrate knowledge of the organization and basic concepts of print.

South Carolina Standards	Aligned Components of *Reading Foundations*
ELA.1.F.2.1 Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).	Grade 1, Lesson 9 *Language Arts* addresses locating a book's table of contents and glossary in Grade 1.

Foundations of Literacy

Know and apply phonics and word analysis skills in decoding and encoding words.

South Carolina Standards	Aligned Components of *Reading Foundations*
ELA.1.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word to:	Grade 1, Lessons 1, 2, 4–18, 20–77, 79–117, 119–127, 130–137, 140–147, 150–157
ELA.1.F.3.4.a decode regularly spelled one-syllable words (syllables include: closed, open, and vowel-consonant-e) including words with blends in initial and final position;	Grade 1, Lessons 1, 2, 4–18, 20–77, 79–117, 119–127, 130–137, 140–147, 150–157

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South Carolina Standards	Aligned Components of *Reading Foundations*
ELA.1.F.3.4.b decode regularly spelled one-syllable words with vowel-r syllables (ar, er, ir, or, and ur); and	Grade 1, Lessons 93–98, 100–102
ELA.1.F.3.4.c decode two-syllable words using knowledge of syllables (closed, open, vowel-consonant-e, vowel-r, common vowel teams, and consonant-le), including compound words that fit multiple syllable types.	Grade 1, Lessons 93–98, 100–102, 120–122
ELA.1.F.3.6 Delete, add, and substitute the initial, middle, and end letters in words to build or make new words.	Grade 1, Lessons 26, 29–30, 40, 46, 49, 56, 66, 69, 76, 89, 96, 106, 109, 126, 129, 146, 149
ELA.1.F.3.7 Read a two-syllable word by breaking the word into syllables.	Grade 1, Lessons 22, 25, 31, 32, 42, 52, 55, 61, 62, 64–67, 70–75, 77, 80–82, 84, 85, 87, 91, 92, 94, 95, 97, 100–107, 110–117, 120–122, 124–127, 131–137, 140–147, 150–157
ELA.1.F.3.8 Decode and encode words using:	Grade 1, Lessons 1–17, 19–159
ELA.1.F.3.8.a onset/rime;	*Reading Foundations* does not address this standard.
ELA.1.F.3.8.b consonant blends (i.e., initial and final);	Grade 1, Lessons 26–28, 30–32
ELA.1.F.3.8.c consonant digraphs (i.e., ch, sh, th, wh, ph, ck, ng);	Grade 1, Lessons 1, 2, 6–9, 11–17, 19–29, 31–59, 61–107, 109–118, 120–128, 130–135, 137, 139–158

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ELA.1.F.3.8.d trigraphs (e.g., -tch, -dge);	Grade 1, Lessons 46–48, 53–55
ELA.1.F.3.8.e combination (i.e., qu);	Grade 1, Lessons 13–15
ELA.1.F.3.8.f VCe;	Grade 1, Lessons 9, 12, 15, 17, 21–27, 31, 32, 34, 35, 42–44, 51, 52, 54–58, 60–69, 71, 74–97, 99–111, 113–117, 119–124, 126, 127, 130–135, 137, 139–148, 150–152, 154–157
ELA.1.F.3.8.g vowel-r (e.g., ar, er, ir, or, ur);	Grade 1, Lessons 93–98, 100–102
ELA.1.F.3.8.h common inflectional endings that do not change the base word (e.g., - s, -ed);	Grade 1, Lessons 4–17, 20–27, 31, 32, 34, 35, 37, 42, 44–47, 50–55, 57, 60–67, 70–77, 80–87, 90–97, 100–105, 107, 110–112, 114, 115, 117, 120–127, 130–137, 140–142, 144–147, 150–157
ELA.1.F.3.8.i contractions with am, is, has, and not;	*Reading Foundations* addresses this standard in grade 3. Grade 3, Lessons 53–55
ELA.1.F.3.8.j hard and soft sounds of c and g (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y);	*Reading Foundations* addresses this standard in grade 2. Grade 2, Lesson 143
ELA.1.F.3.8.k vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ƒ´/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound (e.g., fly-my; baby-happy, myth-gym);	*Reading Foundations* partially addresses this standard; the program does not explicitly address medial y producing the short /ĭ/ sound (e.g., myth, gym). Grade 1, Lessons 90, 116

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ELA.1.F.3.8.l words that follow the -ild, -ost, -old, -olt, and -ind patterns (e.g., mild, host, fold, jolt, kind);	*Reading Foundations* addresses this standard in grade 2. Grade 2, Lessons 106–111
ELA.1.F.3.8.m silent letter combinations (e.g., kn, wr, mb, gh, gn);	*Reading Foundations* partially addresses this standard in grades 2 and 3; the program does not explicitly address the silent letter combination gh. Grade 2, Lessons 112–114 Grade 3, Lesson 118
ELA.1.F.3.8.n words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound (e.g., cliff, hill, pass); and	Grade 1, Lesson 20
ELA.1.F.3.8.o words with final /v/ sound, using knowledge that no English word ends with a v. (e.g., have, give, save).	*Reading Foundations* does not address this standard.

Foundations of Literacy

Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.

South Carolina Standards	Aligned Components of *Reading Foundations*
ELA.1.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	Grade 1, Lessons 1, 2, 4–117, 119–159
ELA.1.F.4.2 Read texts orally with accuracy, appropriate rate, and expression.	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

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South Carolina Standards	Aligned Components of *Reading Foundations*
ELA.1.F.4.3 Read texts by:	Grade 1, Lessons 1–159
ELA.1.F.4.3.a using letter-sound knowledge to segment and blend sounds together;	Grade 1, Lessons 1–159
ELA.1.F.4.3.b decoding the words by analogy; and	Grade 1, Lesson 82
ELA.1.F.4.3.c using context and visuals from the text to support monitoring and self-correcting.	Grade 1, Lesson 115

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