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.2.C.6.1 Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.	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, 136, 137, 139, 140, 142, 143, 145, 146, 149, 150, 152, 153, 155, 156 *Reading Foundations* addresses using appropriate spacing in grade 1. Grade 1, Lessons 5, 8, 11, 14, 21, 24, 31, 34, 41, 44, 51, 54, 61, 64, 71, 74, 81, 84, 91, 94, 101, 104, 111, 114, 121, 124, 131, 134, 141, 144, 147, 151, 154, 157

Foundations of Literacy

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

South Carolina Standards	Aligned Components of *Reading Foundations*
ELA.2.F.1.7 Delete, add, and substitute initial, medial, and final phonemes of a spoken word up to six phonemes and say the resulting word.	*Reading Foundations* partially addresses this standard; the program does not explicitly address deleting, adding, and substituting initial, medial, and final phonemes in spoken words with six phonemes. Grade 2 Lessons 3, 6, 9, 16, 22, 36, 42, 99, 102, 106, 109

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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.2.F.3.4 Identify the vowel in a printed syllable or word to:	Grade 2, Lessons 3, 16, 22, 25, 31, 32, 36, 38, 41–43, 45–47, 49, 50, 52, 53, 55–67, 69–75, 77–85, 87, 88, 90–95, 97–138, 140–147, 149–157
ELA.2.F.3.4.a decode multisyllabic words with common syllable patterns (i.e., closed, open, vowel-consonant-e, vowel-r, vowel teams, consonant-le, and schwa syllables); and	Grade 2, Lessons 66–68, 76–81, 145–147
ELA.2.F.3.4.b apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: rab-bit (CVC/CVC); o-pen (V/CVC); cab-in (CVC/VC); li-on (CV/VC).	Grade 2, Lessons 3, 16, 31, 36, 38, 41–43, 45–47, 49, 50, 52, 53, 55–63, 65–67, 69–73, 77–79, 81–83, 88, 90–93, 97–100, 102, 103, 106–113, 115–123, 126–133, 136–138, 140–146, 149–156 *Reading Foundations* addresses decoding short-vowel two-syllable words in grade 1. Grade 1, Lessons 22, 25, 32, 64, 74, 75, 80, 84, 85, 87, 94, 95, 101, 104, 105, 114, 124, 125, 134, 135, 147, 157
ELA.2.F.3.6 Delete, add, and substitute the initial, medial, and final letter combinations in words to build or make new multisyllabic words.	Grade 2, Lessons 32, 36, 42, 99, 102, 149, 155
ELA.2.F.3.7 Read multisyllabic words by breaking the word into syllables.	Grade 2, Lessons 52–54, 72–74
ELA.2.F.3.8 Decode and encode multisyllabic words using:	Grade 2, Lessons 1–4, 6–17, 19–159

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ELA.2.F.3.8.a consonant digraphs (i.e., sh, th, ch, wh, ph, ck, ng);	*Reading Foundations* addresses this standard in grade 1. Grade 1, Lessons 1, 2, 6–9, 11–17, 19–29, 31–59, 61–107, 109–118, 120–128, 130–135, 137, 139–158
ELA.2.F.3.8.b combination (e.g., qu);	*Reading Foundations* addresses this standard in grade 1. Grade 1, Lessons 13–15
ELA.2.F.3.8.c three-consonant blends (e.g., str-, scr-);	*Reading Foundations* addresses this standard in grade 1. Grade 1, Lessons 33–35
ELA.2.F.3.8.d blends containing digraphs (e.g., thr-, -nch);	*Reading Foundations* does not address this standard.
ELA.2.F.3.8.e trigraphs (e.g., -tch, -dge);	Grade 2, Lessons 19–21
ELA.2.F.3.8.f variable vowel teams and vowel diphthongs (i.e., oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay);	Grade 2, Lessons 82–84, 86–94
ELA.2.F.3.8.g vowel-r combinations (i.e., ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur);	*Reading Foundations* partially addresses this standard; the program does not explicitly address the eer, ere, eir, oar, and our r–controlled vowel combinations. Grade 2, Lessons 76–81, 119, 122
ELA.2.F.3.8.h common inflectional endings that may change the base word (e.g., -ed, -ing, -s, -es);	Grade 2, Lessons 32–34, 36–38, 42–44

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ELA.2.F.3.8.i words with a after w read /ä/ and a before l read /â/ (e.g., wash, water, wasp; tall, all, talk, small, fall);	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, 129–159
ELA.2.F.3.8.j words with the hard and soft sounds of c and g, in context and in isolation. (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);	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, 129–159
ELA.2.F.3.8.k words with 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, words with vowel y in medial position, producing the short /ĭ/ sound for these words (e.g., fly-my; baby-happy; myth-gym);	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, 129–159
ELA.2.F.3.8.l words with silent letter combinations. (e.g., kn, wr, gn, mb, gh); and	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, 129–159
ELA.2.F.3.8.m contractions with am, is, has, not, have, would, and will.	Grade 2, Lesson 100

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.2.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	Grade 2, Lessons 1–159

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South Carolina Standards	Aligned Components of *Reading Foundations*
ELA.2.F.4.2 Read texts orally and silently with accuracy, appropriate rate, expression, and intonation.	*Reading Foundations* partially addresses this standard; the program does not explicitly address silent reading. 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, 144, 146, 150, 151, 153, 154, 156
ELA.2.F.4.3 Read texts by:	Grade 2, Lessons 1–159
ELA.2.F.4.3.a using letter-sound knowledge to segment and blend sounds together;	Grade 2, Lessons 1–159
ELA.2.F.4.3.b decoding the words by analogy;	Grade 2, Lesson 108
ELA.2.F.4.3.c recognizing chunks;	*Reading Foundations* partially addresses this standard; the program does not explicitly address chunking strategies beyond prefixes and suffixes. Grade 2, Lessons 2, 3, 6–13, 16–18, 20–23, 26–34, 36–43, 46–49, 52, 53, 55–63, 66–73, 76–83, 86–93, 97–103, 106–113, 116–123, 126–133, 136–141, 143–146, 149–156
ELA.2.F.4.3.d generalizing phonic skills to unknown words; and	Grade 2, Lessons 1–159
ELA.2.F.4.3.e using context and visuals from the text to support monitoring and self-correcting.	Grade 2, Lesson 144

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