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.K.C.6.1 Print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences.	*Reading Foundations* partially addresses this standard; the program does not explicitly address pacing. Kindergarten, Lessons 3–5

Foundations of Literacy

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

South Carolina Standards	Aligned Components of *Reading Foundations*
ELA.K.F.1.1 Count the number of words in a spoken sentence.	Kindergarten, Lessons 24, 26, 81, 84, 87, 91, 94, 97, 101, 104, 107, 114, 117, 120, 123, 127, 130, 133, 137, 140, 143, 147, 150, 153, 157
ELA.K.F.1.2 Recognize alliterative spoken words.	*Reading Foundations* does not address this standard.
ELA.K.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.	Kindergarten, Lessons 4, 5
ELA.K.F.1.4 Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes. Count, segment, and blend syllables in spoken words including compound words.	*Reading Foundations* partially addresses this standard; the program does not explicitly address counting phonemes. Kindergarten, Lessons 39–75, 81–82, 84–85, 87–89, 91–92, 94–95, 97–99, 101, 104–105, 107–109, 111–112, 114–115, 117–118, 121–122, 124–125, 127–128, 131–132, 134–135, 138

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South Carolina Standards	Aligned Components of *Reading Foundations*
ELA.K.F.1.5 Blend and segment onsets and rimes of single syllable spoken words.	Kindergarten, Lessons 6–14
ELA.K.F.1.6 Orally identify initial, medial, and final phonemes in two- and three-phoneme (i.e., VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	Kindergarten, Lessons 15–30
ELA.K.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken CVC word.	Kindergarten, Lessons 119, 129, 139 *Reading Foundations* addresses phoneme deletion in grade 1. Grade 1, Lessons 69, 89

Foundations of Literacy

Demonstrate knowledge of the organization and basic concepts of print.

South Carolina Standards	Aligned Components of *Reading Foundations*
ELA.K.F.2.1 Locate a book's front cover, back cover, title page, and where to begin reading.	Kindergarten, Lessons 13, 16, 21
ELA.K.F.2.2 Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.	Kindergarten, Lessons 40, 42, 44, 45
ELA.K.F.2.3 Follow words from left to right, top to bottom by returning to the beginning of the next line, 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

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South Carolina Standards	Aligned Components of *Reading Foundations*
ELA.K.F.2.4 Identify the beginning and end of a sentence by locating the capital letter and end punctuation.	*Reading Foundations* addresses this standard in grade 1. Grade 1, Lessons 5–6, 8, 11–12, 14–15, 17
ELA.K.F.2.5 Identify letters and words within sentences.	Kindergarten, Lesson 3

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.K.F.3.1 Identify, name, and form all upper and lowercase letters with automaticity.	Kindergarten, Lessons 6–9, 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
ELA.K.F.3.2 Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.	*Reading Foundations* does not address this standard.
ELA.K.F.3.3 Produce one-to-one letter-sound correspondences for each consonant with automaticity.	Kindergarten, Lessons 76–79
ELA.K.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word when decoding:	Kindergarten, Lessons 9–12, 14–20, 22–87, 89–97, 99–107, 109–112, 114–117, 119–127, 129–137, 139, 140, 142–147, 149–157, 159

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South Carolina Standards	Aligned Components of *Reading Foundations*
ELA.K.F.3.4.a in a closed syllable (VC: at; CVC: bat);	Kindergarten, Lessons 9–12, 14–20, 22–87, 89–97, 99–107, 109–112, 114–117, 119–127, 129–137, 139, 140, 142–147, 149–157, 159
ELA.K.F.3.4.b in an open syllable (e.g., he, so, me, go, hi); and	Kindergarten, Lessons 9–12, 14–20, 22–87, 89–97, 99–107, 109–112, 114–117, 119–127, 129–137, 139, 140, 142–147, 149–157, 159
ELA.K.F.3.4.c in a vowel-consonant-e (VCe) syllable with prompting and support.	Kindergarten, Lessons 136, 140, 143, 146, 150, 153, 156
ELA.K.F.3.5 Blend letter sounds to decode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words in isolation and in text.	Kindergarten, Lessons 9–85
ELA.K.F.3.6 Delete, add, and substitute the initial, medial, and final letters in CVC words to build or make new words.	Kindergarten, Lessons 83, 119, 129, 139, 149, 159
ELA.K.F.3.7 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	*Reading Foundations* addresses this standard in grade 1. Grade 1, Lessons 103, 104, 106, 110–117, 120–122, 143
ELA.K.F.3.8 Decode and encode words using:	Kindergarten, Lessons 9–85, 90, 93, 96, 100, 103
ELA.K.F.3.8.a VC;	Kindergarten, Lessons 9–85
ELA.K.F.3.8.b CV;	Kindergarten, Lessons 32, 44, 58, 78

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South Carolina Standards	Aligned Components of *Reading Foundations*
ELA.K.F.3.8.c CVC;	Kindergarten, Lessons 9–85
ELA.K.F.3.8.d consonant digraphs (i.e., ch, sh, th, wh); and	Kindergarten, Lessons 90, 93, 96, 100, 103
ELA.K.F.3.8.e combination (i.e., qu).	Kindergarten, Lessons 65, 79

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.K.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	Kindergarten, Lessons 10, 12–14, 16, 18, 20–22, 24, 26, 28–30, 32, 34, 36–38, 40, 42, 44–46, 48, 50, 52–54, 56, 58, 60–62, 64, 66, 68–70, 72, 74–159
ELA.K.F.4.2 Read texts orally with accuracy and expression.	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, 121, 122, 124, 125, 127, 131, 132, 134, 135, 137, 141, 142, 144, 145, 147, 151, 152, 154, 155, 157
ELA.K.F.4.3 Read texts by:	Kindergarten, Lessons 6–87, 89–97, 99–107, 109–117, 119–127, 129–137, 139–147, 149–157, 159
ELA.K.F.4.3.a using letter-sound knowledge to segment and blend sounds together;	Kindergarten, Lessons 6–87, 89–97, 99–107, 109–117, 119–127, 129–137, 139–147, 149–157, 159

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South Carolina Standards	Aligned Components of *Reading Foundations*
ELA.K.F.4.3.b decoding the word by analogy; and	Kindergarten, Lesson 145
ELA.K.F.4.3.c using visuals from the text to support decoding and confirm recognition.	Kindergarten, Lesson 155

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