

South Dakota English Language Arts Standards (2025)

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

Language

South Dakota Standards	Aligned Components of <i>Reading Foundations</i>
K.L.2 Demonstrate command of the conventions of standard English when writing.	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, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137, 140, 141, 143, 144, 146, 147, 150, 151, 153, 154, 156, 157
K.L.2.a Print all uppercase and lowercase letters of the alphabet using correct formation.	Kindergarten, Lessons 6–74
K.L.2.d Spell simple words phonetically, drawing on knowledge of consonant and short vowel sounds.	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, 120, 121, 123, 124, 126, 127, 130, 131, 133, 134, 136, 137, 140, 141, 143, 144, 146, 147, 150, 151, 153, 154, 156, 157

Reading Foundational Skills

South Dakota Standards	Aligned Components of <i>Reading Foundations</i>
K.RF.1 Demonstrate foundational understanding of print concepts and features of print.	Kindergarten, Lessons 1, 2, 6–87, 89–97, 99–107, 109–117, 119–127, 129–137, 139–147, 149–157, 159
K.RF.1.a Apply left-to-right and top-to-bottom directionality when reading text.	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

South Dakota Standards	Aligned Components of <i>Reading Foundations</i>
K.RF.1.b Understand that letters represent individual sounds in spoken language and combine to form words.	Kindergarten, Lessons 1, 2, 6–87, 89–97, 99–107, 109–117, 119–127, 129–137, 139–147, 149–157, 159
K.RF.1.c Recognize that words are separated by spaces in written 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, 121, 122, 124, 125, 127, 131, 132, 134, 135, 137, 141, 142, 144, 145, 147, 151, 152, 154, 155, 157
K.RF.1.d Identify and name all uppercase and lowercase letters.	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, 110
K.RF.1.e Identify the front cover, back cover, and title page of a book to navigate text appropriately.	Kindergarten, Lessons 13, 21
K.RF.1.f Identify the role of the author and the illustrator in a story.	This standard is addressed in <i>Language Arts</i> .
K.RF.2.A Demonstrate awareness of phonological skills, including:	Kindergarten, Lessons 1–14, 113, 130, 133
K.RF.2.A.a Blend and segment at the word level.	Kindergarten, Lessons 9, 11, 15, 17, 19, 23, 25, 27, 31, 33, 35, 39–75, 80–101, 103–118, 120–128, 130–138, 140, 142–143, 145–147, 150, 152–153, 155–157
K.RF.2.A.b Blend, segment and delete at the syllable level.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address syllable deletion. Kindergarten, Lessons 1–3, 113, 130, 133

South Dakota Standards	Aligned Components of <i>Reading Foundations</i>
K.RF.2.A.c Recognize, generate, and categorize rhymes.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address categorizing rhymes. Kindergarten, Lessons 4, 5
K.RF.2.A.d Blend, segment, and delete at the intra-syllable level (onset/rime, body/coda).	Kindergarten, Lessons 6–14 <i>Reading Foundations</i> addresses deleting at the intra-syllable level in grade 1; the program does not explicitly address body/coda. Grade 1, Lessons 30, 40, 46, 56, 93
K.RF.2.B Demonstrate proficiency in phonemic awareness skills, including:	Kindergarten, Lessons 39–54, 67–75, 81–82, 84–85, 87–88, 91–92, 94–95, 97–98, 101–102, 104–105, 107–108, 111–112, 114–115, 117–118, 121–122, 124–125, 127–128, 131–132, 134–135, 138, 142, 145, 148, 152, 158
K.RF.2.B.e Isolate phonemes in the beginning, ending, and medial positions.	Kindergarten, Lessons 67–75, 82, 85, 88, 92, 95, 98, 102, 105, 108, 112, 115, 118, 122, 125, 128, 132, 135, 138, 142, 145, 148, 152, 158.
K.RF.2.B.f Blend and segment words with 2-3 phonemes (excluding consonant blends).	Kindergarten, 9–75, 81–82, 84–85, 87–89, 91–92, 94–95, 97–99, 101–102, 104–105, 107–109, 111–112, 114–115, 117–118, 121–122, 124–125, 127–128, 131–132, 134–135, 138, 142, 145, 148, 152, 155, 158
K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	Kindergarten, Lessons 6–159
K.RF.3.a Identify all uppercase and lowercase letters of the alphabet.	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, 110

K.RF.3.b Associate predictable consonant and short vowel sounds with corresponding letters.	Kindergarten, Lessons 9–10, 23–24, 39–40, 57–58, 63–64.
K.RF.3.c Understand that graphemes represent phonemes.	Kindergarten, Lessons 6–87, 89–97, 99–107, 109–117, 119–127, 129–137, 139–147, 149–157, 159
K.RF.3.d Use grapheme-phoneme knowledge to decode and encode CVC and open syllable one-syllable words.	<i>Reading Foundations</i> addresses encoding open syllable one-syllable words in grade 1. Grade 1, Lesson 113 Kindergarten, Lessons 9–87, 89–97, 99–107, 109–117, 119–127, 129–137, 139–147, 149–157, 159
K.RF.3.e Read grade-appropriate high-frequency words.	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
K.RF.4 Read grade-appropriate texts with sufficient accuracy and fluency to support comprehension.	Kindergarten, Lessons 1, 2, 5, 6, 8–12, 14–18, 20–22, 24–29, 31, 32, 34–37, 40–42, 44, 45, 47, 48, 50–58, 60–62, 64–69, 71, 72, 74–78, 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
K.RF.4.a Read grade-appropriate texts with purpose and understanding.	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

K.RF.4.b Read grade-appropriate texts orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation and expression) on consecutive readings.	Kindergarten, Lessons 13, 21, 29, 37, 45, 53, 61, 69, 76, 82, 85, 92, 95, 102, 105, 112, 115, 122, 125, 132, 135 <i>Reading Foundations</i> addresses stress in fluency in grades 1 and 2. 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 Grade 2, Lessons 8, 11, 18, 21, 28, 31, 38, 41, 48, 51, 58, 61, 68, 71, 78, 81, 88, 91, 98, 101, 108, 111, 118, 121, 128, 131, 138, 141, 144, 151, 154
K.RF.4.c Self-monitor reading for correct word recognition and understanding, rereading as necessary.	Kindergarten, Lesson 145, 155