Grades
3-5

ENGLISH LANGUAGE ARTS

Literacy Progressions: *Foundational Components of Early Literacy Development*

DRAFT

ORAL LANGUAGE

Oral language is the foundation for literacy learning.

WORD READING AND SPELLING

Word reading and spelling begins with awareness of the sound structures of spoken language and the ways that sounds, letters, and spelling patterns work together to represent meaning in print.

FLUENCY

Fluency is the ability to read accurately, automatically, and with appropriate expression to support meaning and comprehension.

VOCABULARY

Vocabulary is the knowledge and use of words and their meanings.

WRITING

Writing is the act of encoding thoughts into words and text to communicate ideas clearly through print, grammar, sentence structure, and transcription.

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ORAL LANGUAGE

Description:
Oral language is the foundation for literacy learning. Oral language encompasses listening, speaking, and interacting. Learners draw on vocabulary, sentence structure (syntax), language conventions, and communication strategies to comprehend, express, and exchange ideas effectively.

Knowledge and Skill Areas	Grade 3	Grade 4	Grade 5
Receptive and Expressive Language (Listening and Speaking) *Learners develop the ability to understand and express ideas, information, experiences, and feelings through oral language while engaging with others in a variety of contexts. As they listen, speak, and participate in conversations, they learn to attend to oral language, process and understand what they hear, retain and recall information, and retrieve information when responding.*	• Follow multi-step directions and routines. • Listen attentively and ask questions (e.g., *who, what, where, when*) to gather information and clarify understanding. • Use spatial (location/position) and temporal (time/sequence) concepts to explain ideas. • Use topic-specific and descriptive vocabulary to communicate information, experiences, and thinking. • Recall, sequence, and describe key ideas and some details from orally presented information, stories, conversations, and instructions.	• Follow longer, more complex multi-step directions and procedures. • Listen attentively and ask relevant questions (e.g., *how, why, what if*) to clarify meaning and deepen understanding. • Use spatial (location/position) and temporal (time/sequence) concepts to explain ideas. • Use topic-specific, academic, and descriptive vocabulary to communicate ideas and explain thinking. • Recall, sequence, and summarize key ideas and supporting details from orally presented information, stories, conversations, and discussions.	• Follow longer, more complex multi-step directions and procedures. • Listen attentively to gather information, ask relevant and purposeful questions (e.g., *Why do you think that happened?*) to clarify meaning and deepen understanding. • Use spatial (location/position) and temporal (time/sequence) concepts to explain ideas. • Use topic-specific, academic, and descriptive vocabulary to communicate ideas, explain thinking, and enhance understanding. • Recall, sequence, summarize, and compare key ideas and supporting details from orally presented information, conversations, discussions, stories, and presentations.
Oral Syntax and Grammar (Structure) *Learners develop the ability to construct and adapt oral language to communicate meaningfully with others. Through listening, speaking, and interaction, they learn how words, phrases, and sentences work together to express ideas, support conversations, and build shared understanding. They also learn to monitor and adjust their language to clarify meaning, add precision, or repair communication (e.g., "They went... actually, they ran.").*	• Express thoughts using a variety of compound and complex sentences. • Use conjunctions and connecting words when speaking (e.g., *and, but, because, so, when, after*) to connect ideas and show relationships between events, ideas, and actions (e.g., *I finished my work, and then I helped my partner. When the bell rang, we lined up.*). • Use correct verb tenses, subject-verb agreement, and appropriate grammar in extended conversations (e.g., *Last weekend, my family visited the zoo. We saw many animals, and my sister took pictures of the lions. The monkeys were playing in the trees while we watched them from the path.*). • Expand spoken sentences using adjectives, prepositional phrases, and adverbs to add detail (e.g., *The little puppy slept quietly on the rug. The red ball rolled across the floor.*).	• Express thoughts using a variety of sentences (e.g., simple, compound, complex). • Use a variety of conjunctions and connecting words when speaking (e.g., *although, since, while, unless, therefore, meanwhile*) to show relationships among ideas and events. • Use correct verb tenses, including common regular and irregular past-tense verbs, and apply subject-verb agreement consistently in a variety of speaking situations (e.g., *Yesterday, I went to my friend's house. Last night, we ate pizza. The* ***boy plays*** *soccer after school. The* ***boys play*** *soccer after school.*). • Expand spoken sentences using adjectives, adverbs, prepositional phrases, and pronouns to add detail, clarify meaning, and improve flow (e.g., *The energetic puppy happily chased the ball across the field. After recess, we shared our ideas with the class.*).	• Express thoughts using a range of sentences (e.g., simple, compound, complex) to clarify ideas. • Use a variety of conjunctions and transitional words (e.g., *although, therefore, however, consequently, unless, meanwhile*) to connect, compare, contrast, and explain relationships among spoken ideas. • Use correct verb tenses, subject-verb agreement, and grammatical structures consistently to communicate meaning (e.g., *Because our team practised three times each week, we were well prepared for the championship game. While some players scored goals, others contributed by making strong defensive plays, and everyone worked together to help the team succeed.*). • Expand spoken sentences using adjectives, adverbs, prepositional phrases, pronouns, and other grammatical structures to communicate ideas with clarity, detail, and precision (e.g., *Because the trail was muddy, our group carefully walked along the edge of the path. The experienced goalie confidently protected the net throughout the tournament. Although the experiment was challenging, we successfully completed each step.*).

Knowledge and Skill Areas	Grade 3	Grade 4	Grade 5
Social Rules of Language (Pragmatics) *Learners use language to navigate relationships with others. They learn to use language in various social situations and adjust language based on purpose, context, and audience.*	• Contribute to conversations and discussions by listening and responding thoughtfully. • Adapt volume, tone, and word choice to suit different audiences and purposes. • Sustain conversations and discussions by asking questions to clarify meaning and support understanding. • Use language for different purposes, such as informing, persuading, problem-solving, and resolving misunderstandings respectfully.	• Contribute to conversations and discussions by listening, responding, and building on others' ideas. • Adjust volume, tone, word choice, and communication style to suit different audiences, purposes, and formal or informal situations. • Maintain and extend topic-focused conversations by asking follow-up questions, providing explanations, and making relevant connections to others' ideas (e.g., 6+ conversational exchanges). • Use language for different purposes, such as sharing information, seeking clarification, expressing opinions, solving problems, and showing consideration for others' perspectives.	• Participate in conversations and discussions by building on others' ideas while developing an awareness of different perspectives. • Adapt volume, tone, and communication style to suit audience, purpose, and context. • Sustain conversations and discussions by asking questions, clarifying ideas, providing details, and making connections with what is heard. • Use language flexibly for different purposes, such as informing, persuading, collaborating, negotiating, advocating, and respectfully considering and responding to multiple perspectives.

WORD READING AND SPELLING

Description:

Learners develop awareness of the sound structures of spoken language and the ways that sounds, letters, letter patterns, and meaningful word parts work together to represent words in print. As learners progress from recognizing and manipulating sounds (phonological and phonemic awareness) to understanding sound-symbol relationships (phonics) and the patterns and conventions of written language (orthography), they build the foundational knowledge and skills that support accurate word reading, spelling, fluency, and comprehension.

Knowledge and Skill Areas	Grade 3	Grade 4	Grade 5
Phonemic Awareness *Learners develop the ability to identify, isolate, blend, segment, manipulate, and compare phonemes (individual sounds) in spoken words. Phonemic awareness helps learners understand that words are made up of individual sounds and provides an essential foundation for accurate word reading, spelling, and orthographic mapping.*	• Phonemic awareness skills are typically consolidated by Grades 3 to 5 and are applied automatically and flexibly to support efficient word recognition, decoding, and spelling.		

Knowledge and Skill Areas	Grade 3	Grade 4	Grade 5
Phonics – Decoding *Learners develop the ability to connect speech sounds to letters and letter combinations, and they apply this knowledge to decode words when reading. Through phonics instruction, they learn how sounds are represented in print and use this understanding to support accurate word reading.*	• Apply grapheme-phoneme correspondences automatically and flexibly when reading increasingly complex words. • Decode regularly and irregularly spelled multisyllabic words (e.g., *customer, fantastic, library, yesterday*). • Decode words containing complex consonant patterns, blends, digraphs, and trigraphs (e.g., *scramble, strengthen, kitchen, caught, bridge*). • Read words containing a range of vowel spelling patterns and vowel combinations, including vowel teams, r-controlled vowels, diphthongs, and less common vowel patterns (e.g., *freight, ceiling, author, journey, drought*). • Apply knowledge of syllable types and syllable division patterns to decode unfamiliar multisyllabic words (e.g., *bas-ket-ball, re-port-er, in-side, mu-sic, com-pete*). • Decode words containing inflectional endings and common prefixes and suffixes (e.g., *replayed, unhappy, hopeful, careless, strongest*). • Use word families and morphological patterns to decode unfamiliar words (e.g., *predict/predicted/predictable; help/helpful/helpfully*). • Use known syllables, prefixes, suffixes, and base words to decode longer words (e.g., *un* + *happy* ⟶ *unhappy; help* + *ful* ⟶ *helpful; dis* + *agree* + *ment* ⟶ *disagreement; re* + *play* + *ing* ⟶ *replaying; care* + *less* + *ness* ⟶ *carelessness*). • Read an increasing number of high-frequency and irregularly spelled words automatically (e.g., *although, thought, answered, through, brought*).	• Phonics and decoding skills are typically consolidated by Grades 4 and 5 and are applied automatically and flexibly to decode unfamiliar words accurately and to support fluent reading.	

Knowledge and Skill Areas	Grade 3	Grade 4	Grade 5

Orthography and Spelling
Learners develop an understanding of how words are represented in written language. Orthography refers to the patterns, rules, and conventions used to represent words in print, including letters, letter combinations, syllables, and meaningful word parts. Spelling is the ability to apply this knowledge to write words accurately. As learners develop orthographic knowledge and spelling skills, they become more efficient at recognizing, reading, spelling, and understanding words.
	• Use knowledge of letter-sound relationships, spelling patterns, and syllable patterns to spell familiar and unfamiliar multisyllabic words with accuracy (e.g., *basketball, reporter, fantastic, playground*).
	• Spell words containing consonant patterns, blends, digraphs, and trigraphs (e.g., *scramble, strength, kitchen, bridge, caught*).
	• Spell words using a range of vowel spelling patterns with increasing accuracy. For example:
	  ◦ Long vowel patterns (e.g., *freight, break, stake, below*)
	  ◦ Vowel teams (e.g., *ceiling, journey, coach, peaceful*)
	  ◦ R-controlled vowels (e.g., *thirsty, perform, corner*)
	  ◦ Diphthongs and other complex vowel patterns (e.g., *choice, royal, drought, fountain, author*)
	• Apply knowledge of syllable patterns and syllable division to spell unfamiliar multisyllabic words (e.g., *pumpkin, music, remember, computer, fantastic*).
	• Spell an increasing number of irregularly spelled words automatically (e.g., *answered, through, though, brought, enough*).
	• Apply knowledge of inflectional endings to spell words accurately, including changes to base words when adding endings (e.g., *study* ⟶ *studied, hop* ⟶ *hopping, carry* ⟶ *carried, make* ⟶ *making*).
	• Spell and write singular possessive nouns using apostrophes to show ownership (e.g., *the dog's leash, Ava's backpack, the teacher's desk*).
		• Use spelling patterns, syllable patterns, and meaningful word parts to spell familiar and unfamiliar multisyllabic words with accuracy (e.g., *direction, musician, hospital, adventure, celebration*).
		• Spell words containing a wide range of complex spelling patterns with accuracy (e.g., *straight, wrinkle, bridge, caught, measure*).
		• Spell words using a broad range of vowel spelling patterns with consistency. For example:
		  ◦ Long vowel patterns (e.g., *weigh, neighbour, ceiling, convey*)
		  ◦ Vowel teams (e.g., *receive, coastal, audience*)
		  ◦ R-controlled vowels (e.g., *ordinary, fortune, startled*)
		  ◦ Diphthongs and other complex vowel patterns (e.g., *loyal, moisture, caution, fountain*)
		• Apply knowledge of syllable patterns and syllable division to spell unfamiliar multisyllabic words (e.g., *environment, confident, pollution, adventure*).
		• Spell an increasing number of irregularly spelled words automatically (e.g., *because, knowledge, language, through, enough*).
		• Apply knowledge of inflectional endings to spell words accurately, including changes to base words when adding endings (e.g., *create* ⟶ *creating, rely* ⟶ *relied, happy* ⟶ *happiest*).
		• Apply singular and plural possessive forms accurately (e.g., *the dog's leash, the dogs' leashes, the children's playground*).
			• Apply spelling patterns, syllable patterns, and meaningful word parts flexibly and automatically to spell familiar and unfamiliar multisyllabic words with accuracy (e.g., *communication, responsibility, civilization, transportation*).
			• Spell words containing complex consonant patterns and less predictable spelling patterns (e.g., *rhythm, conscience, architecture, earthquake, courageous*).
			• Spell words using a broad range of vowel spelling patterns with automaticity. For example:
			  ◦ Vowel teams and complex vowel patterns (e.g., *achievement, deceive, audience*)
			  ◦ R-controlled vowels (e.g., *remarkable, circumstance*)
			  ◦ Diphthongs and other complex vowel patterns (e.g., *moisture, cautious, environment*)
			  ◦ Less predictable spelling patterns (e.g., *rhythm, foreign, science*)
			• Apply knowledge of syllable patterns and syllable division to spell unfamiliar multisyllabic and subject-specific words (e.g., e*cosystem, evaporation, population, geology*).
			• Spell an increasing number of irregularly spelled words automatically (e.g., *although, separate, government, especially, probably*).
			• Apply knowledge of inflectional endings to spell words accurately, including changes to base words when adding endings (e.g., *permit* ⟶ *permitting, admire* ⟶ *admirable, vary* ⟶ *varied, compose* ⟶ *composing*).
			• Apply possessive forms accurately in more complex contexts, including irregular plural nouns and possessive noun phrases, as appropriate (e.g., *my brother's friend's bicycle, the birds' nests were hidden in the trees*).

FLUENCY

Description:

Fluency is the ability to read accurately, automatically, and with appropriate expression to support meaning and comprehension. Fluent readers apply word recognition skills automatically, read at an appropriate rate, and use phrasing, intonation, and attention to punctuation to construct meaning.

Knowledge and Skill Areas	Grade 3	Grade 4	Grade 5
Accuracy, Automaticity, Prosody **Accuracy:** *The ability to read words correctly by applying knowledge of letters, sounds, spelling patterns, and word structures.* **Automaticity:** *The ability to recognize and read words quickly and effortlessly, allowing attention to focus on making meaning from text rather than decoding individual words.* **Prosody:** *The ability to read with appropriate phrasing, expression, pacing, and attention to punctuation to reflect and support the meaning of a text.*	• Use decoding and word-solving strategies to read unfamiliar words accurately; reread to increase automatic word recognition. • Demonstrate automatic recognition of an expanding bank of known words. • Read words, phrases, and sentences accurately and automatically, grouping words into meaningful phrases to support fluency and comprehension. • Use punctuation to guide phrasing, expression, and intonation to support meaning. • Read a variety of texts accurately with automaticity, expression, and at an appropriate rate to support comprehension.	• Apply decoding and word-solving strategies flexibly to read unfamiliar multisyllabic words accurately and efficiently; reread to build automatic word recognition. • Demonstrate automatic recognition of an expanding bank of words across a variety of texts. • Read phrases, sentences, and connected text accurately and automatically, grouping words into meaningful phrases and attending to sentence structure to support fluency and comprehension. • Use punctuation to guide phrasing, expression, pace, and intonation, including dialogue and sentence structures, to support meaning. • Read a variety of texts accurately, fluently, and expressively at an appropriate rate to support comprehension.	• Apply decoding and word-solving strategies efficiently to read unfamiliar multisyllabic words; reread to strengthen automatic word recognition. • Demonstrate automatic recognition of an expanding bank of words across a variety of texts. • Read sentences and extended texts fluently, using phrasing, sentence structure, and syntax to support fluency and comprehension. • Use punctuation, sentence structures, and text features to adjust phrasing, expression, pace, and intonation to support meaning and interpretation. • Read a variety of complex texts accurately, fluently, and expressively at an appropriate rate to support comprehension, interpretation, and engagement.

VOCABULARY

Description:
Vocabulary is the knowledge and use of words and their meanings. Learners develop an expanding vocabulary that includes **Tier 1 words** (everyday words used in conversation and daily life), **Tier 2 words** (high-utility words used across a wide range of texts and contexts), and **Tier 3 words** (subject- and discipline-specific words). They build vocabulary and morphological knowledge by learning word meanings, relationships, structures, and uses in different contexts, and by understanding how meaningful word parts can change or extend the meaning of words.

Knowledge and Skill Areas	Grade 3	Grade 4	Grade 5
Vocabulary *Learners develop and use an expanding vocabulary by learning word meanings, relationships, and uses in different contexts. A strong vocabulary supports communication, comprehension, expression, and the development of reading and writing.*	• Identify, describe, and categorize words based on shared attributes, categories, and relationships found in oral language and texts (e.g., *food ⟶ fruits, vegetables, grains; animals ⟶ mammals, birds, reptiles*). • Use antonyms and synonyms to clarify meaning when communicating (e.g., *calm/excited, arrive/depart*). • Recognize how words with similar meanings can vary in intensity or effect, and select words that best match the intended message (e.g., *tired ⟶ sleepy ⟶ exhausted*). • Recognize and explain multiple-meaning words, including homographs, and use context to determine the intended meaning (e.g., *park ⟶ green space or place a car. Bark ⟶ dog sound or tree covering*).	• Identify, describe, and classify words based on shared attributes, categories, and conceptual relationships found in oral language and texts (e.g., *ecosystems ⟶ forests, grasslands, wetlands; matter ⟶ solids, liquids, gases*). • Use antonyms and synonyms to clarify meaning when communicating (e.g., *generous/selfish; ancient/modern; observe/watch; fragile/strong*). • Explain how words with similar meanings can vary in intensity, precision, or effect, and select vocabulary that best matches the intended meaning (e.g., *surprised ⟶ amazed ⟶ astonished; walk ⟶ stride ⟶ wander; look ⟶ glance ⟶ examine*). • Recognize and explain multiple-meaning words, including homographs, and use context to determine the intended meaning (e.g., *current ⟶ happening now / flow of water; jam ⟶ fruit spread / traffic jam; seal ⟶ animal / close tightly*).	• Classify and explain relationships among words based on shared attributes, categories, and conceptual relationships found in oral language and texts (e.g., *governments ⟶ municipal, provincial, federal; energy ⟶ light, heat, sound, electrical*). • Use antonyms and synonyms to clarify and refine meaning when communicating (e.g., *expand/contract; courageous/fearful; significant/minor; accurate/inaccurate*). • Explain how words with similar meanings can vary in intensity, precision, or effect, and select vocabulary that best communicates the intended meaning and tone (e.g., *concerned ⟶ worried ⟶ anxious; pleased ⟶ delighted ⟶ overjoyed; speak ⟶ explain ⟶ persuade*). • Recognize and explain multiple-meaning words, including homographs, and use context to confirm the intended meaning (e.g., *draft ⟶ first version of writing / flow of air; crane ⟶ bird / machine; fair ⟶ reasonable / community exhibition*).
Morphology *Learners develop an understanding of how word parts, such as bases, plurals, contractions, prefixes, and suffixes, contribute to word meaning. Morphological knowledge helps learners decode and spell words, expand vocabulary, and build comprehension.*	• Use word parts to infer the meaning of unfamiliar words (e.g., *un-success-ful*). • Recognize and use regular and common irregular plural forms to show quantity and explain how plural forms affect meaning (e.g., *cat/cats, child/children, tooth/teeth, mouse/mice*). • Analyze words by identifying base words and added endings to explain relationships among related words and how meanings change (e.g., *teach, teacher, teaching; read, reader, reading; kindness = kind + ness*). • Use suffixes (e.g., *-er, -ness, -ment*) to determine word meaning (*helper, happiness, enjoyment*). • Use prefixes (e.g., *im-, de-, dis-*) to determine word meaning (*impatient, declutter, disagree*).	• Use word parts to infer the meaning of unfamiliar words, and explain how each word part contributes to meaning (e.g., *unhelpful = un + help + ful*; *preview = pre + view*; *careless = care + less*). • Analyze and use regular and irregular plural forms to explain changes in word meaning and quantity (e.g., *child/children, goose/geese, leaf/leaves, wolf/wolves*). • Analyze words by identifying base words, and explain how prefixes and suffixes change meaning and function (e.g., noun, verb, adjective) (e.g., *act, actor, action, active; predict, prediction; magic, magician*). • Use a range of suffixes (e.g., *-er, -ness, -ment, -ful, -less, -tion*) to determine and explain meaning (e.g., *kindness, movement, invention*). • Use a range of prefixes (e.g., *un-, re-, dis-, mis-, pre-*) to determine and explain word meaning (e.g., *rebuild, misunderstand, preview, disagree*). • Recognize that related words can share meaning even when their spelling or pronunciation changes (e.g., *magic/magician; music/musician; happy/happiness*).	• Apply knowledge of word parts to infer and explain the meaning of unfamiliar words (e.g., *transportation = trans + port + ation*; *unpredictable = un + predict + able*; *miscommunication = mis + communicate + ion*). • Apply knowledge of regular and irregular plural forms to explain changes in word meaning and quantity (e.g., *phenomenon/phenomena, cactus/cacti, deer/deer, child/children*). • Analyze word relationships to explain how word meanings and functions change across related words (e.g., *educate, education, educator, educational; create, creation, creative*). • Use a variety of suffixes (e.g., *-tion, -sion, -able, -ible, -ity*) to infer meaning and understand relationships among words (e.g., *celebration, visible, responsibility*). • Use a variety of prefixes (e.g., *inter-, non-, anti-, sub*) to infer meaning and explain how prefixes alter the meaning of base words (e.g., *international, non-fiction, antisocial, submarine*). • Recognize that related words can share meaning even when their spelling or pronunciation changes (e.g., *heal/health; sign/signal; muscle/muscular*).

WRITING

Description:

Learners develop foundational writing skills by applying transcription and syntax to communicate meaning in text. Through transcription, they strengthen handwriting, letter formation, keyboarding, spelling, and encoding. Through syntax, they learn to form and expand sentences using appropriate word order, grammar, and sentence structures. As they progress, learners write with increasing fluency, accuracy, and complexity to communicate ideas clearly and effectively.

Knowledge and Skill Areas	Grade 3	Grade 4	Grade 5
Transcription *Learners use handwriting, spelling, keyboarding, and other composition tools to record and communicate ideas in writing. As transcription skills become more automatic, learners can focus more on writing fluently and expressing ideas clearly.*	• Maintain legible handwriting using consistent letter formation, size, spacing, and alignment. • Write words, sentences, and short texts with fluency, legibility, and increasing endurance. • Use a keyboard to type words, sentences, and short texts with increasing accuracy, fluency, and independence.	• Transcription skills are typically consolidated by Grades 4 and 5 and are applied automatically and flexibly to support effective written communication. Learners continue to expand and refine keyboarding skills to create, revise, and share texts with increasing accuracy, fluency, and independence.	
Composition (Written Syntax and Grammar) *Learners develop the knowledge and skills needed to construct clear, complete, and increasingly complex sentences in writing. They learn how words work together within sentences, and how to apply grammatical conventions and use a variety of sentence structures to communicate meaning with clarity and precision for readers. Writers plan, revise, and refine sentences before sharing their writing, enabling them to communicate information, ideas, and meaning with greater clarity for readers.*	• Write grammatically accurate sentences using appropriate subjects, verbs, and verb tenses (e.g., *The students are reading. Yesterday, the students read a story*.). • Write a variety of sentence types (e.g., declarative, interrogative, exclamatory, imperative) using appropriate sentence structure and punctuation (e.g., *We are going to the park. When are we going to the park? What a beautiful day! Please bring your coat.*). • Combine and expand written sentences to communicate ideas with greater detail by using specific nouns, vivid verbs, and descriptive language (e.g., *The bird sang. + The bird sat in a tree. ⟶ The small bird sang from a tall maple tree*.) • Use specific vocabulary, descriptive language, and supporting details in writing to communicate ideas clearly (e.g., *The school garden is full of colourful flowers. Bees and butterflies visit the plants to collect nectar*.). • Use conjunctions to show relationships among ideas (e.g., *and, but, because, so, when*) (e.g., *I stayed inside because it was raining*.). • Use capitalization and punctuation consistently to support meaning and readability (e.g., capitalize proper nouns in *Sarah visited Winnipeg in July*. Use end punctuation in *Where are you going?* Use commas in a series in *We packed apples, sandwiches, and juice*. Use apostrophes in contractions and possessives such as *don't, it's*, and *the student's backpack*.).	• Write grammatically accurate sentences using appropriate subjects, verbs, verb tenses, and subject-verb agreement (e.g., *Each student brings a notebook to class. The students were completing their science projects throughout the week*.). • Write a variety of sentence types (e.g., declarative, interrogative, exclamatory, imperative) and beginnings to create fluency (e.g., *The fox ran through the forest. Where did the fox go? What a surprising discovery! After the storm ended, the fox emerged from its den*.). • Combine, expand, and rearrange written sentences to improve clarity and flow (e.g., *The storm ended. + The children went outside*. *⟶ After the storm ended, the children went outside to play*.). • Use subject-specific vocabulary, descriptive language, and details in writing to communicate ideas clearly and effectively (e.g., *The prairie ecosystem provides habitat for diverse plants and animals, including native grasses and pollinators*.). • Use conjunctions and connecting words to show relationships among ideas (e.g., *although, while, before, after, if*) (e.g., *Although it was cold, we went for a walk*.). • Use capitalization and punctuation consistently to support meaning, including commas in dates and introductory phrases, apostrophes, and quotation marks (e.g., *On July 12, 2026, our class visited the museum. After lunch, we began our project. "Let's start," said the class*.).	• Write clear and increasingly complex sentences using appropriate subjects, verbs, verb tenses, subject-verb agreement, and pronouns across a variety of sentence structures (e.g., Simple: *The class visited the museum*.; Compound: *The class visited the museum, and they completed a scavenger hunt*. Complex: *After the class visited the museum, the students wrote about what they learned*.). • Write a variety of sentence types (e.g., declarative, interrogative, exclamatory, imperative) to support meaning and flow (e.g., Declarative: *The expedition reached the summit before sunset*. Interrogative: *How did the climbers prepare for the journey*? Exclamatory: *What an incredible achievement!* Imperative: *Record your observations in the field journal*.). • Combine, expand, and refine written sentences to show relationships among ideas and enhance meaning (e.g., *The volcano erupted. + Ash filled the sky*. *⟶ When the volcano erupted, ash filled the sky*.) • Use specific vocabulary, descriptive language, and relevant details in writing to communicate information, opinions, and experiences with clarity (e.g., *The wetland ecosystem filters water, reduces flooding, and provides habitat for migratory birds and aquatic species.*). • Use a range of conjunctions and connecting words to show relationships such as time, cause and effect, contrast, and condition (e.g., *however, therefore, since, unless, meanwhile) (e.g., We stayed indoors since the weather was unsafe*.). • Use capitalization and punctuation consistently and effectively to enhance clarity (e.g., Capitalize proper nouns in *The students visited Riding Mountain National Park in May*. Use commas after introductory phrases in *Before the presentation, the class reviewed their notes*. Use apostrophes in *the students' projects and it's*. Use quotation marks in "*I found the answer*," *said Maya*. Use end punctuation in *How does the water cycle work*?).