

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.

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	Kindergarten	Grade 1	Grade 2
Receptive and Expressive Language (Listening and Speaking) <i>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.</i>	<ul style="list-style-type: none">Follow two- to three-step oral directions (e.g., <i>Hang up your jacket, put on indoor shoes, and go to the meeting place.</i>).Listen to a speaker and ask basic questions (e.g., <i>what, where, who?</i>) to gather information.Use spatial and temporal language within sentences (e.g., <i>behind, next to, yesterday</i>).Explore new words and descriptive language to express ideas and experiences.Recall familiar ideas and/or details from orally presented information, stories, conversations, or instructions.	<ul style="list-style-type: none">Follow multi-step directions with some visual reminders.Listen to a speaker and ask basic questions (e.g., <i>what, where, who, when?</i>) to gather information and clarify ideas.Use spatial (location/position) and temporal (time/sequence) concepts.Experiment with using new words and descriptive language to express ideas and experiences.Recall and share key ideas and details from orally presented information, stories, conversations, or instructions.	<ul style="list-style-type: none">Follow multi-step directions (e.g., <i>Switch your home reading book, take out your agenda, and record the reminders for the day.</i>).Listen to a speaker and ask specific questions (e.g., <i>what, where, who, when?</i>) to gather information and clarify ideas.Use spatial (location/position) and temporal (time/sequence) concepts.Use topic-specific vocabulary and descriptive language to communicate ideas and experiences.Recall and sequence key ideas and supporting details from orally presented information, stories, conversations, or instructions.
Oral Syntax and Grammar (Structure) <i>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.”).</i>	<ul style="list-style-type: none">Express complete thoughts using short, grammatically correct sentences (e.g., five to six words) when speaking with others.Use common sentence patterns (subject + verb + object / <i>I see the dog.</i>).Use pronouns (e.g., <i>we</i>), plurals (e.g., <i>books</i>), and basic verb tenses (e.g., <i>play, played</i>) in everyday conversations.Combine words and phrases when speaking to connect spoken ideas (e.g., <i>The dog is running in the yard.</i>).	<ul style="list-style-type: none">Express complete thoughts using simple sentences with increasing detail and appropriate grammar (e.g., <i>The dog ran fast.</i>).Use simple and compound sentences, including common conjunctions (e.g., <i>and, but, because</i>), to connect and expand ideas when speaking (e.g., <i>The dog runs and the cat sleeps. I like spring because I can play outside. I wanted to go outside, but it was raining.</i>).Use correct verb tenses (past, present, future) in conversations (e.g., <i>I walk to school every day. Yesterday, I walked to school with my friend. Tomorrow, I will walk to school again.</i>).Expand spoken sentences with adjectives and simple prepositional phrases (e.g., <i>The small bird is on the branch.</i>).	<ul style="list-style-type: none">Express complete thoughts using simple and compound sentences with grammatical accuracy (e.g., <i>The dog ran quickly across the park after the ball.</i>).Use conjunctions (e.g., <i>and, but, because, so, when</i>) to connect, explain, and elaborate on ideas when speaking (e.g., <i>I wore my raincoat because it was raining. We finished our work, so we played a game. When the bell rang, we lined up.</i>).Use correct verb tenses and basic subject-verb agreement in familiar speaking situations to communicate ideas clearly (e.g., <i>The dog runs fast. The dogs run fast. My friend likes soccer. My friends like soccer.</i>).Expand spoken sentences using adjectives (e.g., <i>small</i>), adverbs (e.g., <i>quickly</i>), and prepositional phrases (e.g., <i>across the playground</i>) to form more complex sentences (e.g., <i>The small dog ran quickly across the playground.</i>).
Social Rules of Language (Pragmatics) <i>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.</i>	<ul style="list-style-type: none">Take turns and listen when participating in conversations with others.Use volume and tone to match the setting (e.g., a louder voice on playground).Stay on topic and participate in short conversations with others (e.g., two to three conversational exchanges).	<ul style="list-style-type: none">Take turns, listen attentively, and respond appropriately during conversations with peers and adults.Use volume and tone to match different settings and audiences (e.g., indoor versus outdoor conversations; addressing a teacher differently than a peer).Stay on topic and participate in conversations by asking or answering questions and adding relevant ideas (e.g., three to four conversational exchanges).Use language for different purposes, such as greeting, requesting help, sharing information, asking questions, and expressing feelings or ideas.	<ul style="list-style-type: none">Take turns, listen actively, and build on others’ ideas during conversations with peers and adults.Adjust volume, tone, and word choice to suit different settings and audiences (e.g., speaking differently to a teacher, classmate, or visitor).Maintain topic-focused conversations by asking questions, providing details, and making connections to others’ ideas (e.g., four to six conversational exchanges).Use language for different purposes, such as greeting, requesting help, sharing ideas, and expressing feelings and opinions.

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	Kindergarten	Grade 1	Grade 2
Phonemic Awareness <i>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.</i>	<ul style="list-style-type: none">Recognize that spoken words are made up of individual sounds.Identify and produce rhyming words.Identify the first and last phoneme in spoken words.Distinguish whether spoken words begin or end with the same phoneme.Blend two to three phonemes to form simple spoken words (e.g., /m/ /a/ /p/).Segment simple spoken words into individual phonemes (e.g., cup → /c/ /u/ /p/).Blend and segment VC and CVC words orally.	<ul style="list-style-type: none">Identify initial, medial, and final phonemes in spoken words.Add phonemes to create words (e.g., it → sit).Delete phonemes from spoken words to create new words (e.g., cup → up).Substitute phonemes to create new words (e.g., cat → hat).Blend and segment phonemes automatically in spoken words (e.g., /b/ /r/ /i/ /ck/ → brick; jump → /j/ /u/ /m/ /p/).	<ul style="list-style-type: none">Blend and segment phonemes automatically in spoken words (e.g., blush → /b/ /l/ /u/ /sh/; /c/ /oa/ /ch/ → coach).Add, delete, and substitute phonemes to create new words (e.g., oat → coat; fright → night).Apply phonemic awareness skills to support the decoding and spelling of familiar/unfamiliar words with common spelling patterns (e.g., [oa] boat, toast, coach; [igh] light, night, bright), and in words with inflectional endings (e.g., jumped, wishes).
Phonics – Decoding <i>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.</i>	<ul style="list-style-type: none">Name all upper-/lower-case alphabet letters and produce their corresponding sounds quickly and accurately.Identify and use common grapheme-phoneme correspondences.Blend and segment sounds in simple words.Use letters and sounds to decode VC and CVC words (e.g., at, in, up, am, cat, sit, hop, sun).Decode words containing common consonant digraphs (e.g., ship, shop, chat, chip, that, thin, when, whip).Read simple phonetic words with increasing accuracy (e.g., cat, dog, met).Read simple high-frequency words (e.g., I, a, is, my, go, to).	<ul style="list-style-type: none">Name all upper-/lower-case alphabet letters and produce their corresponding sounds quickly and accurately.Apply grapheme-phoneme correspondences automatically when reading.Decode words with beginning and ending consonant blends (e.g., stop, clap, frog, swim, fast, hand, milk, jump).Decode regularly and irregularly spelled one-syllable words (e.g., CVC, CCVC, CVCC, CCVCC, CCCVC, CCVCCC, CCCVCC patterns).Decode words containing common consonant digraphs (e.g., chat, thin, shell, whale).Read words containing common vowel spelling patterns. For example:<ul style="list-style-type: none">Short vowels (e.g., cat, bed, pig, hop, sun)Silent-e (e.g., cake, bike, note, cube)Vowel teams (e.g., rain, play, boat, tree)R-controlled vowels (e.g., car, bird, turn, horn)Apply spelling patterns and word families to read familiar and unfamiliar words (e.g., cat/bat/hat; light/night/bright; play/stay/day).Read an increasing number of high-frequency words automatically.	<ul style="list-style-type: none">Apply grapheme-phoneme correspondences automatically when reading.Decode regularly and irregularly spelled one- and two-syllable words (e.g., went, said, was, sunset, many).Decode words containing increasingly complex consonant blends and digraphs (e.g., splash, shrimp, crunch, thunder, wrinkle).Read words containing common and advanced vowel spelling patterns. For example:<ul style="list-style-type: none">Long vowel patterns (e.g., train, tree, boat, light)Vowel teams (e.g., beach, fruit, snow, grow)R-controlled vowels (e.g., garden, birthday, forest)Diphthongs (e.g., boil, toy, cloud, brown, pause, crawl)Apply knowledge of syllable patterns to decode unfamiliar words (e.g., sun-set, bas-ket, pic-nic, hap-pen, ro-bot).Decode words containing common inflectional endings. For example:<ul style="list-style-type: none">-s, -es, -ed, -ing (e.g., jumped, wishes, helped, floating)Apply spelling patterns, syllable patterns, and word families to read familiar and unfamiliar words (e.g., play/player/played; help/helping/helpful; care/careful/caring).Use known word parts and patterns to decode longer words (e.g., classroom, sunshine, farmer, replay).Read an increasing number of high-frequency and irregularly spelled words automatically (e.g., because, could, would, their, there, enough).Read increasingly complex texts with accuracy, automaticity, and fluency.

Knowledge and Skill Areas	Kindergarten	Grade 1	Grade 2
Orthography and Spelling <i>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.</i>	<ul style="list-style-type: none">• Demonstrate increasing awareness that spoken sounds are represented by letters in print (e.g., <i>sun</i> → s-u-n; first sound in <i>map</i> is represented by m).• Represent dominant sounds in spoken words (e.g., writes B for <i>ball</i>, KT for <i>cat</i>, SD for <i>sad</i>).• Use common grapheme-phoneme correspondences to spell simple words (e.g., <i>me, go, up, at, sun, map</i>).• Spell simple VC and CVC words with increasing accuracy (e.g., <i>at, in, am, up, cat, sun, dog, hat</i>).• Spell high-frequency words learned through instruction and use (e.g., <i>I, a, the, is, my, go, to</i>).• Begin using common consonant digraphs in spelling (e.g., <i>ship, shop, chat, chin, bath, that</i>).• Use invented spelling to represent sounds in words (e.g., <i>elephant</i> → LFNT, <i>train</i> → TRAN, <i>bike</i> → BIK, <i>jump</i> → JMP).• Recognize contractions and learn what they are (e.g., <i>I am = I'm</i>).	<ul style="list-style-type: none">• Use knowledge of letter-sound relationships to represent all phonemes and spell familiar/unfamiliar one-syllable words with increasing accuracy (e.g., <i>cat, fast, stop, clap, frog, jump, hand, milk</i>).• Spell words containing common consonant digraphs (e.g., <i>ship, wish, chin, much, thin, bath, whale</i>).• Spell words containing beginning and ending consonant blends (e.g., <i>stop, clap, frog, swim, fast</i>).• Spell words using common vowel spelling patterns. For example:<ul style="list-style-type: none">• Short vowels (e.g., <i>cat, bed, pig, hop, sun</i>)• Silent-e patterns (e.g., <i>cake, bike, note, cube</i>)• Common vowel teams (e.g., <i>rain, play, boat, tree</i>)• Common R-controlled vowels (e.g., <i>car, bird, turn, horn</i>)• Spell high-frequency and irregularly spelled words with increasing automaticity (e.g., <i>I, get, said, was, come, there, they, are</i>).• Apply common inflectional endings when spelling (e.g., <i>cats, wishes, jumped, played, looking</i>).• Spell common contractions (e.g., <i>can't, it's, I'm, don't</i>).• Use spelling patterns and word families to spell related words (e.g., <i>cat, bat, hat; play, day, stay; light, night, bright</i>).	<ul style="list-style-type: none">• Use knowledge of letter-sound relationships, spelling patterns, and syllable patterns to represent all phonemes and to spell familiar and unfamiliar one- and two-syllable words with increasing accuracy (e.g., <i>rabbit, picnic, basket, sprout</i>).• Spell words containing common consonant digraphs and blends in increasingly complex words (e.g., <i>shrink, thunder, splashed, crunch</i>).• Spell words using common and advanced vowel spelling patterns. For example:<ul style="list-style-type: none">• Long vowel patterns (e.g., <i>train, tree, boat, light</i>)• Vowel teams (e.g., <i>beach, fruit, snow, grow</i>)• R-controlled vowels (e.g., <i>garden, forest, birthday</i>)• Diphthongs (e.g., <i>oi/oy: boil, toy; ou/ow: cloud, brown; au/aw: pause, crawl</i>)• Spell multisyllabic words by applying syllable patterns and vowel knowledge (e.g., <i>sunset, rabbit, robot, happen, market</i>).• Spell high-frequency and irregularly spelled words with increasing automaticity (e.g., <i>because, could, would, their, there, enough</i>).• Apply knowledge of common inflectional endings to spell words accurately, including changes to base words when adding endings (e.g., <i>jump</i> → <i>jumped</i>, <i>run</i> → <i>running</i>, <i>wish</i> → <i>wishes</i>, <i>box</i> → <i>boxes</i>, <i>make</i> → <i>making</i>).• Spell and use common contractions; explain how they are formed from two words (e.g., <i>can't, it's, don't, I've, we'll</i>).• Recognize and begin to use possessive forms (e.g., <i>Mom's coat, the dog's ball</i>).

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	Kindergarten	Grade 1	Grade 2
<p>Accuracy, Automaticity, Prosody</p> <p>Accuracy: <i>The ability to read words correctly by applying knowledge of letters, sounds, spelling patterns, and word structures.</i></p> <p>Automaticity: <i>The ability to recognize and read words quickly and effortlessly, allowing attention to focus on making meaning from text rather than decoding individual words.</i></p> <p>Prosody: <i>The ability to read with appropriate phrasing, expression, pacing, and attention to punctuation to reflect and support the meaning of a text.</i></p>	<ul style="list-style-type: none">• Name letters accurately and automatically.• Recall common letter-sound relationships accurately and automatically.• Blend and segment phonemes in words with increasing accuracy and automaticity.• Read simple decodable words accurately and with increasing ease (e.g., identify the sound for <i>m</i>, <i>s</i>, and <i>t</i>; read words such as <i>mat</i>, <i>sit</i>, and <i>sun</i>).• Recognize and name common punctuation marks and understand that they help readers know when to stop reading (e.g., periods).	<ul style="list-style-type: none">• Recall letter-sound relationships accurately and automatically, including common consonant digraphs and vowel patterns (e.g., <i>sh</i>, <i>ch</i>, <i>th</i>, <i>ee</i>, <i>ai</i>).• Blend and segment phonemes in words with accuracy and automaticity (e.g., <i>ship</i>, <i>black</i>, <i>train</i>).• Recognize a bank of high-frequency words accurately and automatically.• Read decodable words and simple sentences accurately and with increasing fluency (e.g., <i>The cat is on the mat. We can see the boat.</i>).• Recognize common punctuation marks and use them to guide reading (e.g., periods, question marks, exclamation marks).• Use punctuation to guide phrasing and expression when reading aloud to support meaning.• Read simple texts accurately and with appropriate pacing to support comprehension.	<ul style="list-style-type: none">• Use decoding strategies to read unfamiliar words and read familiar words accurately and automatically.• Demonstrate automatic recognition of an expanding bank of known words.• Read words, phrases, and sentences accurately and with increasing automaticity.• Use punctuation to guide phrasing and expression, and to support meaning.• Read a variety of familiar texts accurately with expression at an appropriate rate to support comprehension.

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	Kindergarten	Grade 1	Grade 2
Vocabulary <i>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.</i>	<ul style="list-style-type: none">Recognize, name, and describe categories of words found in oral language and texts. For example:<ul style="list-style-type: none">Categories: animals, foods, clothingDescribing words: colours, size, shape, textureOpposites: big/small, hot/cold, up/downAction words: run, jump, hop, clapRecognize and use words that describe people, places, things, and actions, including comparison words (e.g., <i>big/small, hot/cold, fast/slow</i>) and describing words (e.g., <i>happy, soft, shiny, tall</i>).Recognize that some words can have different meanings and use pictures, experiences, and conversations to understand the meaning being used (e.g., <i>duck the animal / duck down, bat the animal / bat used in sports, park a car / go to the park</i>).	<ul style="list-style-type: none">Identify, name, and describe categories and subcategories of words found in oral language and texts (e.g., <i>foods, fruits and vegetables, clothing, seasons</i>).Use antonyms (e.g., <i>happy/sad</i>) and synonyms (e.g., <i>big/large</i>) to clarify meaning.Recognize that words can have similar meanings but different levels of intensity or precision (e.g., <i>cold, chilly, freezing</i>).Recognize that some words with the same spelling (homographs) can be nouns or verbs and have different meanings (e.g., <i>pop</i> → <i>drink, pop</i> → <i>popcorn, pop</i> → <i>balloon</i>).	<ul style="list-style-type: none">Identify, describe, and categorize words and attributes found in oral language and texts (e.g., <i>transportation</i> → <i>air/land/water</i>).Use antonyms and synonyms to support meaning when communicating (e.g., <i>happy/glad, big/enormous, sad/unhappy, begin/start</i>).Recognize and experiment with words that have similar meanings and vary in intensity or precision; choose words that best match the intended meaning (e.g., <i>scared</i> → <i>frightened</i> → <i>terrified</i>).Demonstrate an understanding that words with the same spelling (homographs) can be nouns or verbs and have different meanings (e.g., <i>left</i> → <i>direction, left</i> → <i>went away</i>).
Morphology <i>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.</i>	<ul style="list-style-type: none">Recognize that some longer words are made up of smaller known words.Recognize compound words and break them into two parts (e.g., <i>sun/shine, rain/bow, play/ground</i>).Recognize and use simple plurals (e.g., <i>dog/dogs, cat/cats</i>).Notice inflectional endings (e.g., <i>-s, -ed, -ing / jumps, jumped, jumping</i>) and that adding endings can change a word's meaning (e.g., <i>walked</i> [past tense] and <i>walking</i> [present tense]).	<ul style="list-style-type: none">Use word parts to determine the meaning of familiar words.Recognize and use compound words (e.g., <i>sunflower, football, bathtub</i>).Identify and use plural endings (e.g., <i>-s, -es / cats, buses, wishes</i>).Identify and use inflectional endings (e.g., <i>-s, -ed, -ing / jumps, jumped, jumping</i>) and understand how adding an ending changes a word's meaning.	<ul style="list-style-type: none">Use word parts to infer the meaning of unfamiliar words.Use compound words and explain how the smaller words contribute to the meaning of the whole word (e.g., <i>sunflower, football, bathtub</i>).Use plural endings (e.g., <i>-s, -es</i>) accurately when reading and writing words; explain how the ending changes meaning from one to more than one (e.g., <i>cat/cats, bus/buses, wish/wishes, box/boxes</i>).Infer the meaning of words by identifying base words and added endings (e.g., <i>playing = play + ing; helpful = help + ful</i>).Recognize and use suffixes (e.g., <i>-ful, -less, -est</i>) to determine word meaning (e.g., <i>helpful, fearless, greatest</i>).Recognize and use prefixes (e.g., <i>un-, re-, pre-</i>) to determine word meaning (e.g., <i>happy/unhappy, read/reread</i>).

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	Kindergarten	Grade 1	Grade 2
Transcription <i>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.</i>	<ul style="list-style-type: none">• Use a functional pencil grip.• Print letters and symbols with increasing control and clarity using appropriate stroke patterns.• Place letters and symbols on a page using appropriate spacing.• Use a preferred hand with increasing consistency.• Demonstrate directionality when writing (e.g., left to right, top to bottom).• Explore a keyboard and use letter keys to type familiar letters and words (e.g., type their name or a familiar word).	<ul style="list-style-type: none">• Use a functional pencil grip with increasing consistency and control.• Print upper-case and lower-case letters legibly using appropriate stroke patterns, consistent letter size, and letter formation.• Demonstrate consistent hand preference when writing.• Place letters, words, and sentences on a page with appropriate spacing and alignment.• Apply directionality conventions when writing (e.g., left to right, top to bottom, return sweep).• Write letters and common words with increasing fluency and legibility.• Begin to use a keyboard to type letters, words, and simple sentences (e.g., locate letter keys and use the space bar to separate words).	<ul style="list-style-type: none">• Use a functional pencil grip consistently to support control, comfort, and writing endurance.• Print upper-case and lower-case letters legibly and automatically using appropriate stroke patterns, consistent size, and accurate letter formation.• Write letters, words, and sentences with appropriate spacing, alignment, and placement on a page.• Apply directionality conventions independently when writing (e.g., left to right, top to bottom, return sweep).• Write letters, words, and sentences with increasing fluency, legibility, and automaticity.• Use a keyboard to type words and sentences with accuracy and increasing independence (e.g., use letter keys, the space bar, shift key for capitals, and basic punctuation).
Composition (Written Syntax and Grammar) <i>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.</i>	<ul style="list-style-type: none">• Use letters, symbols, and/or invented spelling to represent written words and simple ideas (e.g., <i>I like my dog.</i> → <i>I lk m dg.</i>).• Record a complete thought by using simple sentences that include a subject and action (e.g., <i>I play. The dog runs.</i>).• Write simple sentences using familiar sentence patterns (e.g., <i>I can..., I like...</i>).• Add describing words to provide detail in simple constructed sentences (e.g., <i>I see my black cat.</i>).• Recognize that sentences begin with a capital letter and end with punctuation (e.g., periods, question marks, exclamation marks).	<ul style="list-style-type: none">• Write simple sentences using appropriate word order and simple grammatical patterns (e.g., <i>The cat sleeps. We play outside.</i>).• Write sentences that include a subject, action, and additional details (e.g., <i>who, what, where</i>).• Write different types of sentences (e.g., Declarative – <i>The dog is sleeping.</i> Interrogative – <i>Where is the dog?</i> Exclamation – <i>What a sleepy dog!</i>).• Expand simple sentences in writing by adding describing words/ adjectives and details (e.g., <i>The dog runs.</i> → <i>The brown dog runs in the park.</i>).• Combine related ideas in writing using conjunctions (e.g., <i>and, because</i>).• Consistently begin sentences with capital letters and end them with appropriate punctuation (e.g., periods, question marks, exclamation marks).	<ul style="list-style-type: none">• Write complete sentences using appropriate grammar, including clear subjects, verbs, and correct word order (e.g., <i>My sister rode her bicycle to the park.</i>).• Write different types of sentences (e.g., Declarative – <i>The class planted sunflower seeds in the garden.</i> Interrogative – <i>When will the sunflower seeds begin to grow?</i> Exclamation – <i>What a tall sunflower it is!</i>).• Expand written sentences by using adjectives, adverbs, and other details to support clarity of message (e.g., <i>who, what, where, when, or how.</i> <i>The puppy ran.</i> → <i>The playful puppy ran quickly across the field.</i>).• Combine related ideas in writing using conjunctions (e.g., <i>and, because, but, so</i>).• Use capitalization and punctuation consistently to support meaning (e.g., Capitalize the first word in a sentence such as <i>The dog is sleeping.</i> Capitalize proper nouns such as <i>Murray lives in Winnipeg.</i> Use end punctuation such as periods, question marks, and exclamation marks. Use apostrophes in common contractions such as <i>don't, can't.</i>).