Grades
K–5

ENGLISH LANGUAGE ARTS

Foundational Components of Early Literacy Development: Manitoba's Kindergarten to Grade 5 Literacy Progressions

DRAFT

Purpose

- Manitoba's literacy progressions highlight the foundational literacy knowledge and skills that develop during the early years of learning.
- The literacy progressions support educators in understanding literacy development, identifying next instructional steps, and planning responsive instruction.
- The literacy progressions complement the English language arts curriculum by outlining key components of early literacy development and the developmental pathways that support progress toward curricular learning outcomes.

Organization

- The literacy progressions are organized around key components of literacy development.
- These components represent interconnected aspects of oral language, reading, and writing that develop cumulatively and reciprocally over time.
- The progressions are organized within grade bands to reflect common patterns in how foundational literacy knowledge and skills typically develop over time:
  - Kindergarten to Grade 2
  - Grades 3 to 5
- Within each component, the progressions describe increasingly sophisticated skills and knowledge that learners typically demonstrate as literacy develops.

Using the Progressions

- The components of the literacy progressions (oral communication, word reading and spelling, fluency, vocabulary, and writing) are interconnected and mutually supportive; growth in one component contributes to growth in others. Effective literacy instruction integrates these skills and understandings within meaningful language, reading, and writing experiences.
- The literacy progressions are intended to inform instructional decision-making. Educators use the progressions alongside curricular learning outcomes, classroom evidence, and knowledge of learners when making instructional decisions.
- The literacy progressions are not a checklist of isolated skills to be taught or assessed independently. Student achievement is assessed and reported using the learning outcomes in the English language arts curriculum.

Oral Communication

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.

Manitoba