A. Motivation to Write Skills

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child engages in free drawing and writing activities.	**IV.A.1.** Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	*The child:* • uses letter-like shapes when taking an order at a restaurant during dramatic play. • writes a few letters or mock letters as a caption under a drawing and "reads" it to a friend. • builds and labels a block structure to represent a story setting (such as the house of the three bears). • writes and reads a message for the teacher on the "message board." • sends a letter to a friend in the classroom mailbox using initial sounds and helps the friend read it. • Records on a chart response to Question of the Day, such as "Do you have a pet?"	*The teacher:* • engages in "thinking out loud" while writing, including why she is writing and how she thinks about what to write. • encourages child to connect meaning to her drawing by asking what she wrote. • includes a variety of writing materials in all areas of the classroom. • provides blank books in the writing center. • models writing as a means of communicating with oneself and others (writing notes to remind herself of things to do). • writes daily news shared by one or two children per day. • engages children in making individual or class-made books in response to literature, mentor texts, field trips, and child's interests. • provides journals, regular opportunities, and access for child to write in his journal. • has an author's chair to encourage child to "read" from her journal. • encourages child to write as part of authentic play situations, such as creating signs for block play, grocery lists for the dramatic play, recordings of observations in the science center. • sends take-home journal activities such as a birthday journal or a mascot journal.
Child spontaneously "writes" in different situations.	**IV.A.2** Child independently writes to communicate his/her ideas for a variety of purposes.	*The child:* • writes about favorite part of an experience such as visiting the zoo. • labels a picture. • write a personal story such as a trip to the grocery store. • writes notes or cards such as making a get well card for a classmate. • makes labels or signs in the classroom such as for the doctor's office in Dramatic Play.	*The teacher:* • models writing for different purposes in whole group, small group, or centers. • prompts children to "write that down" when interacting with them during play experiences. • provides book-making materials and different types and sizes of paper and writing utensils in the writing center. • has an author's chair to encourage child to "read" from her journal. • provides writing materials in various locations throughout the room (such as by the door) and in centers.

B. Writing as a Process

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child verbally shares ideas and/or tells stories associated with marks on paper.	**IV.B.1.** Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	*The child:* • observes the teacher thinking out loud about different ideas for the morning message. • interacts with the teacher to help her decide what to write. • shares ideas about what to write after going on a field trip. • shares the pen with the teacher to record familiar words and/or selected words within the draft. • participates in writing a letter to a character in a story and making a suggestion based on what has happened in the story.	*The teacher:* • models and thinks aloud while brainstorming different topics to write about • involves children in selecting an idea to write about. • interacts and records a class story using questions such as "How should we begin? What should we write next? • provides opportunities for the child to record known words within the draft. • provides opportunities for the child to hear and record sounds of words within the draft (interactive writing). • creates a class newsletter having children dictate stories and ideas, contribute drawings and writings, and make headings or captions. • creates a shared story based on a simple patterned mentor text.
Child notices when an adult does not repeat or dictate his spoken language accurately.	**IV.B. 2.** Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	*The child:* • joins teacher and classmates in rereading what has been written. • contributes ideas for adding details or an ending to the piece of writing. • notices when something that has been written doesn't make sense or sound right when read aloud. • notices when the sequence of the writing is not quite right after it is read aloud. • notices and contributes a need for punctuation with teacher guidance.	*The teacher:* • (Revising) after a read aloud, prompts children to retell the story and records their ideas as they share; rereads with children and guides them to notice the retelling is not in order; later, cuts the retelling apart and engages the children to appropriately sequence their ideas. • (Revising) asks probing questions to prompt children to add significant details to the shared product (e.g., What color was the frog? Let's add that detail." or "How did we get to the pond? Let's change went to rode the bus." • (Editing) explains the need for punctuation while rereading (such as "I finished this thought. I heard my voice stop. What do I need to put there to show that?"). • writes thank you letters with the child to the appropriate people after field trips or special events and rereads the next day to revise or edit with child.
Child shows written products to others.	**IV. B.3** Child shares and celebrates class-made and individual written products	*The child:* • engages in rereading the class-made writing product with classmates and/or parents and other adults in the school. • asks the adult listener to write a comment on the "Comments Page" in the published book.	*The teacher:* • creates opportunities for children to reread the finished story. • invites the children to create illustrations to go with the story. • talks with the children about how they want to share their story/piece of writing with others. (Possibilities include a published big book, published chart story, or foot book.)

C. Conventions in Writing

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child records own name in whatever manner she is able.	**IV.C.1.** Child writes own name (first name or frequent nickname) using legible letters in proper sequence.	*The child:* • writes his first name. • copies or writes name using sensory materials such as on a "gel" bag, with shaving cream, or in sand. • writes his first name from memory on center waiting lists and art work. • signs name on letters such as a thank you note to a visitor.	*The teacher:* • provides opportunities for the child to use magnetic or plastic letters or alphabet stamps to create her own name. • provides sign-in sheets on which child can print his name. • creates graphs using questions or prompts for child to respond to by writing her name under the appropriate heading, such as "Which is your favorite kind of ice cream? Vanilla, chocolate, or strawberry?" "How are you feeling today? Happy, sad." • has child sign her name on art work, graphs, letters, lists, daily news.
Child spontaneously "writes" in various ways.	**IV. C. 2** Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.	*The child:* • engages in "write the room," copying letters from posters, charts, letter walls, and books found around the room to compose a message. • writes spontaneous letters she knows, such as in her name to compose a message. • writes regularly in journals or blank books.	*The teacher:* • provides the child word cards with pictures on which he can match letters to sounds. • models formation of letters and provides opportunities for the child to write on blank unlined paper. • has the child write the letters for initial sounds heard in wording written on documents such as charts, lists, and daily news. • talks about the features of letters as she writes them in front of the child. • provides a variety of materials to practice writing, such as sand, shaving cream, and finger paint.
Child uses letter-like forms and actual letters to replace scribbles.	**IV.C.3** Child independently uses letters to make words or parts of words.	*The child:* • writes and shares simple words (m-e and says, "Look, I wrote "me."). • goes to word wall to access a word and records it on his paper. • engages in "write the room," copying letters from items such as posters, charts, letter walls, and books found around the room. • attempts and shares complex words (such as writes btl and says, " I wrote the word beautiful.").	*The teacher:* • creates an interactive word wall over time as an organizational tool for learning environmental print, children's names, and basic sight words. • supplies the writing center with picture/card words such as name cards, environmental print, and targeted vocabulary across disciplines. • creates a "Write Around the Room" center.
Child may use directionality based on a random starting place.	**IV. C 4.** Child uses appropriate directionality when writing (top to bottom, left to right).	*The child:* • writes a list starting at the top of the page. • writes starting on the left side of paper and progresses to the right. • writes more or less in a horizontal line.	*The teacher:* • models concepts about print and "thinks out loud" as he writes in front of the child (top left starting place, moving left to right, leaving a space between words, return sweep, top to bottom, punctuation mark). • interacts with children during shared writing to determine where to start writing, moving left to right, leaving a space between words, return sweep, and top to bottom. • scaffolds directionality by placing a sticker at the child's starting place.