



2027 Pre-K Guidelines Review Committee: Recommendations for the Writing Domain

LEGEND:

Additions are shown in green font with underlines.

Deletions are shown in ~~red font with strike-throughs~~.

Text moved from its current location to a new location are shown ~~purple font with strike-throughs~~ in the current location and shown in the new location in purple font with underlines. Text that has been moved should identify the new location and justification for the why the information was moved in the Committee Comments & Explanations column.

IV. Emergent Literacy: Writing Domain	Committee Comments & Explanations
Prekindergarten children begin to notice, imitate, and explore the many ways adults use writing to communicate. Early writing experiences may include asking adults to write their names, signs, and letters for them and progresses to independently imitating adults, using marks to represent their own thoughts and ideas. Through these early writing experiences, young children develop initial understandings about the forms, features, and functions of written language. Over time, children's writing attempts more closely approximate conventional writing. In prekindergarten classrooms, teachers serve as models and guides, writing for different purposes for and with children. Fine motor skills may impact children's ability to write legibly; however, this should not limit their opportunities to write for meaning. The child's level of fine motor development should determine the tools and the size of the surfaces that are provided for writing experiences. Fine motor skills can be developed alongside writing and through writing as children progress through the developmental stages. <u>Prekindergarten children notice, imitate, and explore the many ways adults use writing to communicate. Early writing experiences may include asking adults to write their names, signs, labels, and letters for them, and gradually progress to independently imitating adults and using marks, drawings, symbols, and written language to represent their own thoughts, experiences, and perspectives. Daily play-based writing opportunities foster children's voice and agency by empowering them to make choices, share their identities, communicate with others, and participate meaningfully in their learning environments. Throughout the day, teachers support early writing attempts by encouraging oral rehearsal of their thought process, such as</u>	Rewrite to include Emergent Bilingual children and children with special needs. Added teacher practices and clarity. *Added the gradual release of writing adapted from Children's Learning Institute. Need to provide a citation or reference.

think-alouds and peer-based interactions. Effective teachers scaffold early writing by creating print-rich environments that reflect children’s language and culture and by providing a range of assistance through a gradual release of responsibility. *The gradual release reflects the following writing activities

Modeled: teacher models, thinks out loud while writing in front of the children.

Shared Writing: Teacher serves as a scribe while children dictate the text. Teacher thinks out loud prompting students for ideas, experiences, and concepts about print, etc.

Interactive: Children think, create and write text with the teacher, sharing the writing utensil. Teacher provides guidance/support by breaking down the writing into smaller tasks and inviting children to physically engage in the writing process.

Independent: Children write on their own, moving through the stages of writing. Teacher observes and supports as needed.

- Taken from 2021 The University of Texas Health Science Center of Houston.

For emergent bilingual children and children with special needs, writing provides additional pathways for expression and communication, allowing them to draw upon their full linguistic, cultural, and communicative repertoires. Through these early writing experiences, young children develop understandings about the forms, features, and functions of written language. Over time, their writing attempts more closely approximate conventional writing. In prekindergarten classrooms, teachers actively model, guide, and support children by creating meaningful opportunities to write for authentic purposes and communicate their ideas in ways that honor their strengths, languages, and interests.

Fine motor skills influence children’s ability to write legibly; however, they should not limit opportunities for meaningful writing experiences. The child’s level of fine motor development should guide the selection of writing tools, adaptive supports, and the size and type of writing surfaces that are provided. Children may communicate their ideas through drawings, dictation, assistive technology, symbols, invented spelling, home languages, or other representational forms while fine motor skills continue to develop. Fine motor skills can be strengthened alongside writing and through writing as children progress through developmental stages. Providing multiple means of expression ensures that all children can exercise voice, agency, and ownership in their writing and communication.

The Emergent Literacy: Writing Domain of the *Texas Prekindergarten Guidelines* is divided into the following skills: motivation to write, writing as a process, and conventions in writing. *See Appendix.*

A. Motivation to Write				Committee Comments & Explanations
<u>All young children are eager to discover what they can do with print.</u> As young children watch adults write for many purposes, they develop the <u>an</u> understanding that print conveys meaning and become motivated to write by engaging in drawing or scribbling to communicate. <u>As children begin to understand the purpose of writing, they naturally become more motivated and engaged.</u> They will sketch lines and scribble “notes” in an attempt to imitate adults’ writing behaviors and begin to make connections between print and spoken words. Eventually their writing abilities will progress, and they may will begin to use <u>using</u> letters or letter strings to communicate. It is important to remember that all efforts to convey meaning in the form of scribbles, letter-like forms, or strings of letters should be celebrated. Teachers play an important role in the development of prekindergarten children’s emergent writing by encouraging them to communicate their thoughts and record their ideas <u>through daily meaningful play-based activities, making children authors and illustrators of their work.</u>				Added play-based activities and changed verbs to active voice.
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
IV.A.1 Child engages in free-choice drawing and writing activities.	IV.A.1 Child engages in free-choice <u>playful</u> drawing and writing activities <u>and verbally shares meaning with peers and/or adults.</u>	IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	IV.A.1 Child intentionally uses <u>drawings and</u> marks, letters, or symbols to record language <u>represent ideas and verbally shares intended meaning with an adult or peer.</u>	Added cross connections that emphasize the importance of oral language in writing. Also, improved PK3-KG alignment.
IV.A.2 Child attempts to draw and write for many purposes and begins to explore different writing tools.	IV.A.2 Child <u>draws</u> and <u>writes</u> for many <u>different purposes to communicate ideas, using a variety of</u> and begins to explore different writing tools <u>with adult modeling.</u>	IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.	IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools <u>with support as needed.</u>	
	IV.A.3 Child <u>draws in response to shared reading with adult prompting.</u>		IV.A.3 Child <u>draws and/or writes in response to shared reading with support as needed.</u>	Added this outcome to align with Kindergarten TEKS.

B. Writing as a Process				Committee Comments & Explanations
Learning to write is an active and social process in which children construct new knowledge by interacting with others in play-based contexts. As young children begin to understand that marks convey meaning (what they think, they can say; and what they say, they can read and write), it is important to model that writing is not simply about a product. Writing is a thought process that moves from thinking of an <u>initial</u> idea to a well-developed idea or piece of writing (one the young author is proud to share). Teachers who interact with children to compose a piece of writing over a series of days, using modeled, shared, and/or interactive writing expose children to the process of prewriting/brainstorming, writing/drafting, revising (what the writing sounds like), editing (what the writing looks like), and publishing/sharing in a way that is understandable. <u>Effective teachers help children become writers by modeling how and why people write and by providing guidance and encouragement throughout the writing process. When teachers think aloud, write in front of children, and involve them in shared writing experiences, children begin to understand how written language works and how to use it to communicate ideas, feelings, and information.</u> Children’s ability to engage in each of the stages of the writing process develops over time. Guiding children through the process of taking a piece of writing from the “thought stage” to the “sharing stage” motivates children to write and helps them see and understand the power of using print to convey meaning. <u>Emergent bilingual/Multilingual children bring a rich cultural understanding of languages when writing. Their writing tells a unique narrative when they draw on vocabulary from all their languages and cultural experiences. It provides a window into their language resources, allowing teachers to see their writing strengths across languages. Emergent bilingual/Multilingual students leverage their linguistic skills to communicate their thoughts in writing. (e.g., My tios like tacos.)</u> who begin writing in two languages will also learn which language is more appropriate to use based on context and audience.				Added more references to Emergent Bilingual students. We used some of the input from the Internal Advisory Group.
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting.	IV.B.1 Child discusses and contributes ideas <u>for shared writing/dictation</u> drafts composed in whole/small group writing activities <u>settings</u> with adult prompting.	IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	IV.B.1 Child discusses and contributes ideas for <u>shared writing/dictation</u> drafts composed in whole/small group writing activities <u>settings with support as needed.</u>	Better progression from PK3 to 4 and alignment with Kindergarten TEKS. Improved developmentally appropriate language.

IV.B.2 Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities.	IV.B.2 Child observes and discusses ideas for revising <u>suggests simple revisions</u> (add, take out, change) <u>to</u> drawings and/or written words <u>during shared</u> in whole/small group writing activities with <u>adult guidance</u> .	IV.B.2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.	IV.B.2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities <u>during shared writing with support as needed</u> .	Internal Advisory Group recommendations are based on Kindergarten alignment.
IV.B.3 Child shares written products with others.	IV.B.3 Child shares written products <u>and drawings by explaining meaning to</u> with others with <u>adult prompting</u> .	IV.B.3 Child shares and celebrates class-made and individual written products.	IV.B.3 Child shares and celebrates class-made and individual written/ <u>or drawn</u> products <u>by explaining meaning to others</u> .	Drawings are developmentally appropriate for three-year-olds. Kindergarten alignment to shared writing. Internal Advisory Group recommendations with edits.
C. Conventions in Writing				Committee Comments & Explanations
Foundational writing skills (also known as conventional writing skills) are important predictors of children’s future reading and writing skills. Just as children learn to talk by talking, children learn concepts of print through <u>play-based interactions</u> interacting with print <u>throughout the day</u>. To children, it may appear that writing is simply talk that has been written down. However, there are rules that apply to writing that do not apply to speaking. These specific rules that govern how to record thoughts in writing must be learned so that children <u>progress overtime to</u> can become more proficient at conveying their thoughts and actions. Shared and/or interactive writing experiences can help children better understand these conventions of writing. <u>Independent writing experiences should emphasize the learning process, allowing children to explore and apply writing conventions as they develop, rather than focusing on the final product.</u>				
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
IV.C.1 Child attempts to write some letters of own name (usually beginning with the first letter).	IV.C.1 Child attempts to write some letters of own name (usually beginning with the first letter) <u>using a model when needed</u> .	IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence.	IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence <u>with adult support as needed</u> .	Improved clarity and addresses Developmentally Appropriate Practice. Better alignment with Kindergarten TEKS.

IV.C.2 Child uses drawings, scribbles, and mock letters to communicate ideas.	IV.C.2 Child uses drawings, scribbles, and mock letters to communicate ideas.	IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.	IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate <u>ideas.</u>	Alignment with Kindergarten TEKS is clear.
IV.C.3 Child begins to write using letter-like forms.	IV.C.3 Child <u>uses letter like forms when writing and begins to include recognizable letters</u> begins to write using letter-like forms with a model and adult guidance.	IV.C.3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.	IV.C.3 Child begins to writes familiar words using letter-sound correspondences, often using letters associated with beginning, <u>medial</u> and/or ending sounds to write words with <u>adult support as needed.</u>	Kindergarten TEKS alignment is improved. Considered public survey feedback on using phrase "begins to" as low expectations and used Internal Advisory Group recommendations with edits.
IV.C.4 Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page.	IV.C.4 Child begins to show understanding of demonstrates emerging directionality (e.g., attempts to write top to bottom, left to right), though placement may be inconsistent. but may still start at random places on a page.	IV.C.4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right).	IV.C.4 Child uses appropriate <u>demonstrates</u> directionality when writing (e.g., top to bottom, left to right) <u>adult support as needed.</u>	Better Kindergarten TEKS Alignment. Used Internal Advisory Group recommendations with edits.
	<u>PK3 IV.C.5 Child demonstrates emerging use of spacing in their writing attempts with adult support.</u>		<u>IV.C.5 Child demonstrates use of spacing in their writing with adult support as needed.</u>	It is developmentally appropriate to have children learn about spacing in writing conventions. Spacing helps children organize their writing, making it more readable and supporting their emerging

				understanding of how written language works.
PK.IV.C.5 *There is not enough research to support the inclusion of a PK3 outcome*	PK3.IV.C.5<u>6</u> *There is not enough research to support the inclusion of a PK3 outcome*	IV.C.5 Child begins to experiment with punctuation when writing.	IV.C.5<u>6</u> Child begins to experiments with <u>and</u> <u>uses</u> punctuation when writing.	Better Kindergarten TEKS Alignment. Used Internal Advisory Group recommendations with edits. The literature review recommended that there is no PK3 outcome.