



THE HIGHSCOPE
curriculum

AND

COR *Advantage*®

Maryland Preschool Writing
Standards 2025

ALIGN
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Maryland State Department of Education — Pre-Kindergarten Writing Standards

Standard	Sub-Standard	Pre-Kindergarten Essential Skills & Knowledge	COR Advantage Items	Key Developmental Indicators (KDIs)	Early Learning Goals (ELGs)
W.1 Opinion Writing	W1 Opinion Pieces	W1 — With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share an opinion about an experience or book: Share the topic and/or name the book: • Establish or build upon personal schema related to a topic or book via attending to a learning experience (e.g., reading text; hands-on experience) in order to gain a deeper level of knowledge. • Recognize that thoughts and ideas can be represented in drawing and writing. • Recognize that writing conveys meaning. • Develop and represent ideas that relate to the topic or names the book through discussion, drawing, dictation, or developmentally appropriate writing.	R. Writing L. Speaking C. Reflection Q. Book enjoyment and knowledge X. Art	29. Writing 22. Speaking 23. Vocabulary 28. Book knowledge 6. Reflection 40. Art	4.6.1 — Use writing tools to write letter-like forms, words, or short phrases 4.6.2 — Write narrative text using pictures, letter-like forms, and/or familiar words 4.1.1 — Use home language(s)/other forms of communication to express ideas 4.5.2 — Enjoy participating in shared reading experiences 1.3.2 — Reflect on experiences by communicating what they did/learned

W.2 Informative Writing	W2 Informative/Explanatory	W2 — With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic: With modeling, prompting, and support: Name a topic: • Recognize that writing conveys meaning. • Establish or build upon a personal schema related to a topic or book by attending to a learning experience (e.g., reading of informational/expository text; hands-on experience) in order to gain a deeper level of knowledge. • After discussion, express information about topics and ideas verbally, with a drawing, dictation, or developmentally appropriate writing.	R. Writing L. Speaking M. Listening and comprehension P. Reading BB. Observing and classifying	29. Writing 22. Speaking 21. Comprehension 23. Vocabulary 5. Use of resources	4.6.1 — Use writing tools to write letter-like forms, words, or short phrases 4.6.3 — Write informational text using pictures, letter-like forms, and/or familiar words 4.1.1 — Use home language(s)/other forms of communication to express ideas 4.1.4 — Understand and accurately use a variety of vocabulary words 4.7.2 — Recall the general topic of an informational text after a shared reading
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W.3 Narrative Writing	W3 Narrative	W3 — With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence: With modeling, prompting, and support: Tell a single event: • Recognize that writing conveys meaning. • Listen to and discuss a wide variety of narrative text (a variety of genres, fiction and non-fiction) to use as models to generate personal oral narratives. • Share an opening sentence that sets up the telling of the event (e.g., orally or through drawings, dictation, or developmentally appropriate writing). Tell about the details of the event in a meaningful sequence: • Demonstrate an understanding of story	R. Writing L. Speaking Q. Book enjoyment and knowledge X. Art HH. History	29. Writing 22. Speaking 23. Vocabulary 28. Book knowledge 40. Art 57. History	4.6.1 — Use writing tools to write letter-like forms, words, or short phrases 4.6.2 — Write narrative text using pictures, letter-like forms, and/or familiar words 4.7.1 — Retell familiar stories, including key details 8.4.1 — Communicate about past events in their own lives 9.1.1 — Initiate and lead as they create 2-D and 3-D art representations
W.4 Production &	W4	Begins in Grade 3.	Not applicable — begins in	Not applicable — begins in Grade 3	Not applicable — begins in Grade 3

W.5 Production & Distributio n	W5 Revising & Strengthen ing	W5 — With modeling, guidance, and support from adults, review drawing, dictation, or developmentally appropriate writing: With modeling and support after drawing, dictation or developmentally appropriate writing: • Demonstrate an ability to listen and discuss drawing, dictation, or developmentally appropriate writing. • Respond appropriately to others and answer questions about drawing, dictation, and/or writing. • Start to produce writing that is legible,	R. Writing L. Speaking M. Listening and comprehension O. Alphabetic knowledge G. Community	29. Writing 25. Alphabetic knowledge 22. Speaking 21. Comprehension 11. Community 6. Reflection	4.6.1 — Use writing tools to write letter-like forms, words, or short phrases 4.1.2 — Understand and respond to questions from others 4.1.5 — Follow discussion norms during collaborative conversations 4.2.1 — Name uppercase and lowercase letters 1.3.2 — Reflect on experiences by communicating what they
W.6 Production & Distributio n	W6 Digital Tools	W6 — With prompting and support from adults, explore appropriate digital tools to express ideas: • With modeling, prompting, and support, use a variety of appropriate print, online, or multimedia sources in order to experience and interact with digital tools to explore ideas and interests.	EE. Tools and technology R. Writing P. Reading	52. Tools and technology 5. Use of resources 29. Writing	7.1.2 — Use age-appropriate digital tools/devices safely to explore information, communicate ideas, and answer questions 7.1.1 — Select and use analog tools safely to accomplish goals and solve problems

W.7 Research	W7 Shared Research	W7 — Participate in shared research and shared writing projects: With modeling and support: • Identify a shared topic or topic of personal interest. • Select print, online, and multimedia sources. • Contribute to a learning community.	A. Initiative and planning G. Community P. Reading EE. Tools and technology	1. Initiative 2. Planning 5. Use of resources 11. Community 26. Reading	1.1.1 — Take the lead in investigating their environment and making choices about what to explore 1.1.2 — Communicate thoughts and decisions as they make plans and follow through 4.1.3 — Ask questions to learn more about topics that interest them 8.2.1 — Collaboratively generate solutions that benefit the classroom
W.8 Research	W8 Recalling Information	W8 — With modeling and support from adult, recall information from experiences or information from provided sources to answer a question: • Through discussion, use prior knowledge or information from provided sources to answer a question. • Use prior knowledge to formulate questions to meet an information need. • Select print, online, and multimedia sources. • Record data/information in a variety of formats. • Draw conclusions from the recorded	C. Reflection BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions W. Data analysis M. Listening and	5. Use of resources 6. Reflection 49. Drawing conclusions 50. Communicating ideas 39. Data analysis 21. Comprehension	1.3.2 — Reflect on experiences by communicating about what they did and/or learned 4.1.3 — Ask questions to learn more about topics that interest them 4.7.2 — Recall the general topic of an informational text after a shared reading 6.1.1 — Engage in scientific inquiry by questioning, observing, investigating, and describing
W.9 Research	W9	Begins in Grade 4.	Not applicable —	Not applicable — begins in	Not applicable — begins in Grade 4