

Kansas Guide to Learning: Literacy Birth - Five Years of Age

| FOUNDATIONS of WRITING | | | | |
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| EMERGENT WRITING SKILLS | What Children Should Know and Be Able to Do | Instruction | Critical Questions and Considerations for Teaching and Learning | Kansas Early Learning Standards |
| | <p>1-year-olds (12-24 months)</p> <ul style="list-style-type: none"> • Makes circular, continuous scribbles. • 18 months: Scribbles well. • 22 months: begins to draw straight lines. <p>2-year-olds(24-36 months)</p> <ul style="list-style-type: none"> • Begins to gain control of drawing and writing tools. • More variety of marks; begins to make zigzags or looped scribbles. • 27 – 30 months: Draws a vertical line. • 29 – 32 months: Draws a circle. • 34 – 36 months: Some children’s scribbles begin to demonstrate general features of writing, and they may mark on a paper and say, "A letter for you," or "My name." • 34 – 36 months: A few children may try to write the first letter of their name (mock letter). • 34 – 36 months: May recognize some labels in the classroom, if referred to frequently/consistently in class. | <p>Infants – 2-year-olds</p> <ul style="list-style-type: none"> • Write in front of young children (e.g., notes home to parents). • Provide opportunities for children to engage in art with easy-to-grip crayons, pencils, and washable markers. Let children play and explore with different mediums, such as pudding. Opportunities to scribble naturally will lead to attempts to “write” as children develop fine-motor control. • Provide opportunities to “write,” so that children begin to understand the differences between writing and art (Rowe, 2008). Encourage writing in play (e.g., scribbling a grocery list, making signs, writing a note). • Guide young children to keep their writing/drawings on paper (Rowe, 2008). | <p>Infants- 2-year-olds</p> <ul style="list-style-type: none"> • A child’s immature grasp of a writing tool requires that movements be made by moving the upper arm, and this type of movement causes scribbles to be quite large. It is best to let young children scribble on large paper. • A 1-year-old has no understanding of marks as “writing.” • A 1-year-old has no awareness of the organization of writing versus drawing. • As a child develops a more mature grasp, he/she will be better able to control marks. • A child’s ability to “write” depends on his/her fine-motor development and opportunities to engage in scribbling/ writing activities. • A child’s ability to begin to make mock letters or letter-like shapes depends on his/her familiarity with the alphabet, as well as experience with scribbling/writing activities. <p>Questions</p> <ul style="list-style-type: none"> • Do you provide multiple opportunities throughout the day for children to use writing tools? • Do children have opportunities to develop fine-motor skills using writing tools and art? • Do you provide a variety of mediums (e.g., pudding, paint, markers) for children to play with and explore? • Do you model writing for children? | <p>CL 4: DEMONSTRATES EMERGENT WRITING SKILLS</p> <p>CL Benchmarks</p> <p>4.1, 4.2, 4.3</p> |

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| | | <p>3-year-olds</p> <ul style="list-style-type: none"> • Demonstrates an understanding of the relationships between spoken words and written language (makes pretend lists, participates in the dictation of oral stories). • Writes or draws separated scribbles, shapes, pictures, to convey a story. • Demonstrates an understanding that drawings can represent ideas, stories, or events. • Explores a variety of tools for writing. • Demonstrates an understanding that letters are combined to make words. • Demonstrates an understanding that words are separated by spaces. • Demonstrates an understanding that once an oral message is written, it reads the same way every time (recognizes signs, messages from the teacher). <p>4-5-year-olds</p> <ul style="list-style-type: none"> • Recognizes that print represents spoken words (i.e., first name in print, environmental labels). • Writes some recognizable letters. • Copies or writes familiar words or drawings. • Uses writing for authentic purposes (e.g., note to friend, lists, signs, name on artwork). • Begins to use invented spelling to write intended message. • Writes name, simple words from memory or with model, uses upper- and lower-case letters. • Write some recognizable letters. | <p>3-5-year-olds</p> <p>Purposeful Play/Center Time</p> <ul style="list-style-type: none"> • Model use of writing for authentic purposes and use of writing tools in various centers during play, and support children to use them independently. Writing within dramatic play activities provides children with authentic purposes for writing. For example, they use writing for sharing information (e.g., showing another child how to write), business transactions (e.g., writing a bill at a restaurant), organizing activities (e.g., working together to write and address a letter at the post office), and as a memory device (e.g., writing down an order) (Neuman & Roskos, 1997). • Provide opportunities for children to engage in writing with a variety of tools, such pencils, colored pencils, pens, crayons, stamps, sand, shaving cream, and pudding along with a variety of paper, such as unlined, lined, different sized, and envelopes. Also, dry-erase markers and white boards, and chalk and chalkboards. <p>Environment</p> <ul style="list-style-type: none"> • Establish an organizational structure for instruction: <ul style="list-style-type: none"> ○ Place for writing. ○ Time for shared writing. ○ Time for semi-structured writing (e.g., labeling, drawing, writing name). • Direct children's attention to letters and words outside of writing, as when teachers use name cards to assign "classroom helpers" during circle time. This supports children's developing understanding of words and letters. • Provide repeated/daily opportunities to write, using a variety of written materials. Provide opportunities for self-generated writing. • Provide opportunities for children to write their name in the context of functional classroom activities (e.g., sign-in), and include instruction to children on how to write their names. • Model writing for authentic purposes through the morning message. Morning messages can provide an opportunity for children to write through helping to construct parts of a message. This might be generating the first letter for a word, generating an invented spelling for a missing word, or identifying whether an uppercase or lowercase letter is needed. • Provide opportunities for self-generated writing, which lets children practice invented spelling. Support provided while writing can create successful encounters with print that help the child "self-teach." | <p>3-5-year-olds</p> <ul style="list-style-type: none"> • Children's earliest strategies for writing are embedded in and formed through social activities that reflect the role of writing in communication (Neuman & Roskos, 1997). • Clay (2001) argues that "writing is of critical importance for learning to read" (p. 18), because it directs children's attention to print. • Caregivers'/educators' modeling of writing supports children's understanding of writing. • Access to writing materials is important but NOT sufficient to support children's writing development; teacher guidance is needed (Diamond et al, 2008). • The National Early Literacy Panel found a number of variables that consistently were related to later outcomes for conventional literacy. Writing or writing one's name was moderately related to later decoding, spelling, and reading-comprehension abilities, even after controlling for other literacy variables (NELP, 2009). Thus, writing skills in preschool children can serve as a predictor of later conventional literacy, and these skills can be the target of instruction with the expectation that it can make a difference in later outcomes and supports children's understanding of writing. • Access to writing materials is important but NOT sufficient to support children's writing development, teacher guidance is needed (Diamond et al, 2008). • Writing integrates the important early- literacy skills of phonological awareness and letter knowledge and provides an avenue for learning about letters and sounds (Whitehurst & Lonigan, 2001). There is a bi-directional relationship between writing and alphabet knowledge (Diamond et al, 2008). Therefore, daily opportunities to write are important for preschoolers. <p>Questions:</p> <ul style="list-style-type: none"> • Do you provide multiple opportunities throughout the day for children to "write" for authentic purposes? • Do you model writing for children? • Do you know where children are developmentally within the stages of writing, and do you promote movement to the next level? • Do you engage students in topics for writing that are personally relevant to them? • Do you encourage children to write at any level they are able (scribble, pictures, single letters, invented spelling)? • Do your children view themselves as writers? |