




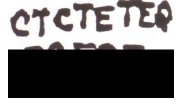









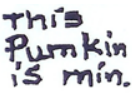



IV. EMERGENT LITERACY WRITING DOMAIN

Prekindergarten children generate hypotheses about how written language works and begin to explore the uses of writing for themselves. Initially, they may ask adults to write their names, signs, and letters for them. Children will later independently imitate adults by writing their own thoughts and ideas. This “pretend writing” is the beginning stage of writing development. Through these early writing experiences, young children will 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. Thus, children learn to write through many experiences.

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.

Developmental Stages of Writing (English)

1		Random scribbling – Child writes with the starting point any place on the page.	2		Controlled scribbling – Progression is from left to right.
3		Circular scribbling – Circles or ovals flow on the page.	4		Drawing – Pictures tell a story or convey a message.
5		Mock letters – These can be personal or conventional symbols, such as a heart, star, or letters with extra lines.	6		Letter strings – These move from left to right and progress down the page of actual letters. They have no separations and no correlation with words or sounds.
7		Separated words – Groups of letters have space in between to resemble words.	8		Picture labeling – A picture's beginning sound is matched to a letter (Dog).
9		Awareness of environmental print – Environmental print, such as names on cubbies, is copied.	10		Transitional stage spelling or invented spelling – First letter of a word is used to represent the word (I went to the nature museum.).
11		Beginning and ending letters are used to represent a word (cat).	12		Medial sound is a consonant (grass).
13		Medial sound is in correct position, but the vowel is wrong (grass).	14		A child hears beginning, medial, and ending letters (I like to pick flowers.).
15		Phrase writing develops (rabbit in the sun).	16		Whole-sentence writing develops (This pumpkin is mine.).
17		Whole Sentence Writing – Child writes a complete sentence.			