

IDAHO EARLY LEARNING EGUIDELINES

GOAL 62: WRITING - CHILDREN USE WRITING SKILLS AND DEMONSTRATE KNOWLEDGE OF WRITING CONVENTIONS.

Domain 5: Communication, Language, and Literacy

Sub-Domain: Literacy

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY			
SUB-DOMAIN: LITERACY			
WRITING			
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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Moves from reflexive to controlled hand and finger skills.	<ul style="list-style-type: none"> ▪ Grasps objects reflexively. ▪ Grasps objects with intension. ▪ Reaches for and explores objects. ▪ Shakes and stares at toy in hand. ▪ Transfer objects from one hand to other. ▪ Begins to use both hands together. 	<ul style="list-style-type: none"> ▪ Encourage child to grasp, hold, and explore adult's fingers. ▪ Encourage child to activate and explore cylindrical rattles. ▪ Allow child to grasp the spoon handle when being fed. ▪ Encourage child to activate musical toys with a cylindrical object or stick, under supervision. ▪ Let child hold book with both hands while adult turns pages.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Manipulates objects with increasing control and intentionality.	<ul style="list-style-type: none"> ▪ Grasps objects primarily with palmar grasp (fist). ▪ Picks up small items using pincer grasp (i.e. forefinger and thumb). ▪ Uses objects for a variety of purposes (e.g. a spoon to eat, to beat on the table, or to brush through their hair). ▪ Crosses midline with hands. ▪ Passes objects from one hand to the other. ▪ Uses whole arm to make stokes (e.g. marks with water on a brush on the sidewalk, or makes broad strokes with paint on big paper). ▪ Uses palmer grasp (fist) to hold writing tools. 	<ul style="list-style-type: none"> ▪ Offer textured toys and toys that can be mouthed, held, and dropped without breaking. For safety, toys should be no less than 1 inch in diameter. ▪ Allow child to finger feed small bits of food from a tray or flat surface (peas or cereal) with adult supervision. ▪ Encourage child to pick up thin books and papers from a flat surface. ▪ Provide a variety of tools for children to make marks and explore that tool, and their arms, hands, and fingers. ▪ When adult is writing, seat child nearby and offer large crayons, markers, and paint brushes to mark on paper.

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16 to 38 Months	Intentionally uses tools to write and draw.	<ul style="list-style-type: none"> ▪ Adjusts body position to facilitate holding tools. ▪ Holds paper with one hand while writing with the other hand. ▪ Copies vertical and horizontal lines. ▪ Makes circular motions with writing utensil. ▪ Uses a variety of writing tools. ▪ Begins to use fingers to hold writing tools instead of fist. ▪ Uses whole arm to make writing movement. ▪ Scribbles and makes unplanned and intentionally meaningful marks. ▪ Names scribbles (tells others what scribbles mean). ▪ Writes on paper, without regard to location or direction. 	<ul style="list-style-type: none"> ▪ Provide opportunities for the child to draw. ▪ Model appropriate grasp of writing and drawing tools. ▪ Provide opportunities for child to explore various mediums with supervision. ▪ Discuss and identify figures that the child draws (e.g. "That's a circle." "That's a straight line."). ▪ Write child's comments at the bottom of drawings, collages, or photos. ▪ Engage child in writing in a variety of play settings. ▪ Provide opportunities for child to draw and paint in a variety of positions (while standing, outdoors on a hard surface, kneeling on floor).

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>36 to 60 Months</p>	<p>Writes and draws with increasing coordination using a variety of tools.</p>	<ul style="list-style-type: none"> ▪ Shows hand preference for writing. ▪ Uses whole arm and finger movements to write. ▪ Intentionally scribbles to convey meaning; tells caregiver what it means. ▪ May scatter letters and letter-like symbols on page, interspersed with scribbles. ▪ Makes strings of letters or marks from left to right. ▪ Uses tripod grasp to hold writing tools. ▪ Uses letter-like symbols to represent words. ▪ Copies simple shapes. ▪ Draws basic geometric shapes (circle, triangle), though they may be distorted. ▪ May write letters upside down or sideways when writing name. ▪ Uses invented spelling with letters and marks to represent words. ▪ Writes some letters or numerals. ▪ Attempts to copy words from print. ▪ Uses pretend writing activities during play that represent print conventions in home language (vertical for Chinese, right to left Arabic). ▪ Uses letters and symbols to label or convey directions (SV for a “save” sign when block 	<ul style="list-style-type: none"> ▪ Model the process of drawing lines, circles, and names. ▪ Provide a variety of art mediums (finger paint, poster paint with easel, pudding to paint with). ▪ Encourage appropriate grasp to hold writing and drawing tools. ▪ Encourage preferred hand for writing and drawing. ▪ Engage child in activities to develop fine motor control (clay, play dough, lacing boards, beads, stencils, lighted peg games, eye-droppers, tongs, and clothespins). ▪ Cut child’s name into a puzzle, and have them put it back together in proper order. ▪ Provide an accessible writing area for child with smooth writing surface, writing tools, and paper. ▪ Provide paper and writing tools (and/or if you choose to use one, access to a computer) for child to use for specific purposes. ▪ Positively acknowledge child’s attempt to write. Ask them to read you their words. ▪ Provide a “sign-in book” for child to sign in each day. ▪ Ask child to “sign” artwork, cards, and letters. ▪ Point out the shapes of individual letters to help child learn letters. ▪ Write down child’s dictations and read back exactly what he/she said (for English Language Learner, in both languages). ▪ Provide opportunities to talk about what child notices about

		<p>building).</p>	<p>two different writing systems (especially appropriate for ELL and bilingual/multilingual children).</p> <ul style="list-style-type: none"> ▪ Provide a variety of writing materials in dramatic play areas, art area, with blocks, cars, etc. Engage child in using materials (take orders for pizza using a notepad in the play kitchen, make tickets to see the art museum, write speeding tickets when playing cars, draw and label a block structure when child is finished building it). ▪ Explain to child the reason you are writing something (e.g. "We will write a list so that we know what to buy at the grocery store." or "Let's write a thank you note.").
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60 Months through Kindergarten	Copies and writes shapes and symbols using beginning conventions of writing.	<ul style="list-style-type: none"> ▪ Uses multiple writing tools (paint, crayons, pencils, and/or pens) to create a picture or text. ▪ Uses invented spelling with letters and symbols to represent words and concepts. ▪ Uses standard format of writing such as left to right, top to bottom, and spaces between words. ▪ Demonstrates beginning of creative writing by using invented spelling and/or pictures to express an idea or story. ▪ Use books in a way to show that books and writing continue from page to page. Uses both numerals and letters appropriately in writing (words and numbers on lists, menus). ▪ Imitates common writing activities in play (letters, cards, menus). 	<ul style="list-style-type: none"> ▪ Engage child in activities to develop fine motor control (clay, play dough, lacing boards, beads, stencils, lighted peg games, and clothespins). ▪ Cut child's name into a puzzle, and have them put it back together in proper order. ▪ Dictate child's stories word for word and read it back. ▪ Provide an accessible writing area for child with smooth writing surface, writing tools, and paper. ▪ Provide opportunities for child to develop projects that involve writing (producing a newspaper or trip journal on a family trip). ▪ Provide clipboards and pencils/markers in science area to document observations, including over several days. ▪ Provide a variety of paper shapes and writing tools in all areas of classroom. ▪ Demonstrate writing a classroom poster recipe using numbers, words, and picture/symbols (3 eggs 000). ▪ During meeting time, write lists and statements during class discussions ("What we want to know about...") demonstrating letter formation, sounds, and formats of writing. ▪ Ask children to make functional signs (e.g. "Stop here" or "Three people can play at the sand table."). ▪ Make journals and small blank books for children's writing. ▪ Schedule daily journal writing/drawing.