

IDAHO EARLY LEARNING EGUIDELINES

GOAL 63: CHILDREN USE WRITING FOR A VARIETY OF PURPOSES.

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 | | | |
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| SUB-DOMAIN: LITERACY | | | |
| WRITING | | | |
| GOAL 63: WRITING - CHILDREN USE WRITING FOR A VARIETY OF PURPOSES. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| Birth through 8 Months | Progresses from reflexive movement to intentional movement, especially in hand skills. | <ul style="list-style-type: none"> ▪ Increasingly uses tactile exploration. ▪ Reaches for and manipulates items using both hands. ▪ Brings arms and hands across midline. ▪ Moves from reflexive grasp to intentional grasps. | <ul style="list-style-type: none"> ▪ Provide different textures (soft towel, plastic rattle, furry kitty) for the child to explore. ▪ Describe the feeling of objects (soft, hard, fuzzy, or cool). ▪ Hold baby in lap while reading from a picture book. Let the baby explore with all senses. ▪ Present bright-colored or contrasting objects within child's visual field. Gradually hold more objects closer to or farther from child, horizontally from side to side, or in and out of child's visual field, being sure to let the child reach for and grasp the objects. ▪ Offer objects that are easily grasped such as squishy balls, soft blocks, rattles, board books, toy keys, or textured blankets. ▪ Offer opportunity to pat and splash in water. |

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| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| 6 to 18 Months | Develops eye/hand coordination, basic grasps, and hand and finger strength that support making marks and scribbles. | <ul style="list-style-type: none"> ▪ Rakes or scoops small objects with hands. ▪ Pats, squeezes, and mashes items such as play dough or food. ▪ Makes marks on paper and shows them to others. ▪ Makes marks with fingers (in food, dirt, or sand). ▪ Holds crayons, paint brushes, markers with a variety of grasps. | <ul style="list-style-type: none"> ▪ Provide child with a variety of objects and toys that are activated directly by a simple action (shaking, banging, hitting, or rolling). ▪ Engage in simple interactive songs with hand, arm, and finger actions (Eency Weency Spider and Twinkle, Twinkle). ▪ Draw and label pictures while talking with child about an activity or idea. ▪ Model uses of writing to child (making grocery lists, writing letters). ▪ Provide different materials for child to explore sensory use of materials and development of motor skills and writing (finger paints, shaving cream, or sand). |

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| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
|-------------------------------|---|---|--|
| <p>16 to 38 Months</p> | <p>Makes scribbles and marks in imitation of writing during play.</p> | <ul style="list-style-type: none"> ▪ Makes scribbles and pictures to share with others. ▪ Imitates the act of writing during play and familiar routines. ▪ Uses writing props during play. ▪ May request an adult to write name or message on their work. ▪ Recognizes some environmental print/symbols (stop sign). ▪ Asks adult to label pictures that he/she has drawn. ▪ Makes cards and “messages” to give peers and significant adults, with assistance. | <ul style="list-style-type: none"> ▪ Write down what the child says regarding his/her own drawing. ▪ Provide opportunities for child to observe you writing for meaningful purposes. ▪ Write the children’s names on artwork, asking them where on the paper they would like to have their names written. ▪ Work together to prepare written lists and notes, modeling writing for various purposes. ▪ Provide a variety of tools, medium, and space for child’s expressive drawing. ▪ Provide props that promote writing opportunities (mail boxes, post office, shopping lists, notepad by play phone, computer keyboard). ▪ Offer paintbrushes and easels and flat surfaces for making marks that are more easily controlled than with other tools. ▪ Create projects with child that involve writing (make a note for grandma and grandpa, invite a friend to play, make a note to save a block structure built by the child). |

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| <p>36 to 60 Months</p> | <p>Makes scribbles, pictures, symbols and letters with meaning and purpose.</p> | <ul style="list-style-type: none"> ▪ Tells ideas and stories, songs, rhymes, and asks adult to write them out. ▪ Makes scribbles and pictures to express an idea. ▪ Makes representational, letter-like scribbles and marks. ▪ Uses letter-like symbols to make lists, write messages, and write stories. ▪ Copies some environmental print/symbols. ▪ Creates notes and messages for a purpose. ▪ Makes signs and messages for peers (e.g. SAV TOWR in blocks, DO NOT TOUCH by item brought from home). ▪ Creates written items for dramatic play, such as trike traffic signs, hospital charts, or store sign for grocery play. ▪ Writes own name using letters or letter-like symbols. | <ul style="list-style-type: none"> ▪ Model and offer practice in drawing lines, circles, and triangles. ▪ Provide a variety of drawing mediums (finger paint, paint with easel, sidewalk chalk, and markers). ▪ Write notes to the child and read them together. ▪ Write a story as a small group, writing down children's exact ideas and words. ▪ Write picture word recipe with children for classroom cooking. ▪ Measure the growth of plants (bean seeds, bulbs) in science area or garden and keep a daily record of changes. ▪ Make graphs of current topics or votes during group meetings (favorite pizza toppings, kinds of shoes). ▪ Write and deliver a note to another class asking to borrow a piece of equipment or ask a question. ▪ Provide writing materials in all areas of classroom and outdoors (as needed). ▪ Make picture strips with word label to show sequences of class schedule or tasks (hand washing). Include individual children or small group in making labels. ▪ Encourage use of creative spelling to label pictures, write name, and write notes to family and community members. |

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| 60 Months through Kindergarten | Uses beginning writing to express ideas and satisfy needs and wants. | <ul style="list-style-type: none"> ▪ Creates notes and messages for a purpose. ▪ Dictates stories and ideas ▪ Shares writing with others. ▪ Imitates common writing activities in play (writing letters, cards, computer, or newspaper). ▪ Writes simple expressions in greeting cards and letters (Hi, Hello). ▪ Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story. ▪ Write numerals from 0-20. ▪ Makes lists to remind adult of the child's desires (I need boots). ▪ Makes signs to label creations. ▪ Participates in group discussion as teacher writes ideas. ▪ Tells adult when needing a scribe for dictation of a story. ▪ May keep a journal of drawings, observations, and ideas (a trip journal for family vacation). ▪ Can measure and mark changes observed in science experience. | <ul style="list-style-type: none"> ▪ Provide opportunities for child to write letters and make greeting cards for relatives and friends. ▪ Have a special place for children to "sign-in" by writing their name when entering class. ▪ Make a storybook with child that includes both their pictures and words. ▪ Assist child in making labels for different sets of objects (cooking utensils, shoes). ▪ Write children's ideas on chart paper during class meetings. ▪ Make and label graphs with children when recording "votes," organizing measurement, or tracking change (weather graph). ▪ Write recipe charts for cooking experiences with children, talking about words, symbols, and numbers. ▪ Make picture strips with word label to show sequences of class schedule or tasks (hand washing). Include individual children or small group in making labels. ▪ Provide writing materials in all areas of the classroom. ▪ Provide journals for children's drawings, writing, and recording. ▪ Suggest writing a list of who is next when negotiating "turns." |