

HANDOUT 1

LLD and ELD Foundations

Writing

1.0 Writing Strategies

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
Children demonstrate emergent writing skills.*	Children demonstrate increasing emergent writing skills.*
1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	1.1 Adjust grasp and body position for increased control in drawing and writing.
Examples	Examples
<ul style="list-style-type: none"> The child holds a marker with the fist or finger grasp to draw. The child paints at an easel with fat and thin brushes. The child draws or paints with pencils, crayons, markers, brushes, or fingers. 	<ul style="list-style-type: none"> The child holds a pencil or pen with finger grasp to write. The child draws recognizable figures, letters, or shapes. The child moves hand to hold paper in place while drawing or writing.
1.2 Write using scribbles that are different from pictures.	1.2 Write letters or letter-like shapes to represent words or ideas.
Examples	Examples
<ul style="list-style-type: none"> The child produces scribble writing that is linear (mock cursive). The child makes scribbles of lines and circles (mock printing). The child makes scribbles that are more separated. 	<ul style="list-style-type: none"> The child draws a picture and writes a label (may not be readable). The child writes strings of symbols that look like letters or writes actual letters, which can vary in directionality (not necessarily left to right).
1.3 Write marks to represent own name.	1.3 Write first name nearly correctly.
Examples	Examples
<ul style="list-style-type: none"> The child makes a series of circles and lines to represent name. The child writes marks and refers to them as “my name” or “this is my name.” 	<ul style="list-style-type: none"> The child writes own name with or without mistakes, for example: <ul style="list-style-type: none"> Excludes some letters (dvid). Reverses some letters (Davib). Uses letters that may not be written in a line.

* Some children may need assistance in emergent writing, either through assistive technology or through the help of an adult. Assistive technology (either low tech or high tech) may be as simple as building up the width of the marker or pencil so that it is easier to grasp, or it may be as sophisticated as using a computer. Another possibility would be for an adult or a peer to “write” for the child who would then approve or disapprove by indicating yes or no.



Writing

1.0 Children use writing to communicate their ideas.*

Focus: Writing as communication

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
<p>1.1 Begin to understand that writing can be used to communicate.</p>	<p>1.1 Begin to understand that what is said in the home language or in English can be written down and read by others.</p>	<p>1.1 Develop an increasing understanding that what is said in English can be written down and read by others.</p>
Examples	Examples	Examples
<ul style="list-style-type: none"> • Makes marks (e.g., scribbles, draws lines) and, by gesturing, engages a peer to share her writing. • Communicates “rain, rain,” in the home language while painting spirals and then dots at the easel. • Dictates, to a bilingual assistant, a simple letter in Vietnamese addressed to his dì (maternal aunt). 	<ul style="list-style-type: none"> • Asks the teacher to write in Spanish and English, “No se toca. [Don’t touch.] No touch,” on a piece of paper to place in front of a block tower he has just finished building. • Cuts a shape out of red paper that resembles a stop sign and asks the teacher to write the word “stop” on it so he can use it outside when riding tricycles. • While playing doctor, “writes” on a paper, hands it to a peer, and communicates in Spanish, “Necesitas esta medicina.” (You need this medicine.) 	<ul style="list-style-type: none"> • Dictates a simple letter to his mother in English when he is very excited about something he was able to do. • Pointing to the top of a painting she has just finished at the easel, says to the teacher, “I’m done! Write my name here, OK?” • “Writes” on a paper after making a drawing, gives it to the teacher, and requests, “Read my story.” • “Writes” while saying, “Eggs. Milk. Ice Cream,” while playing restaurant in the kitchen play area with other children.

* Some children may need assistance in emergent writing to communicate their ideas. Assistive technology may be used to facilitate “writing.” This may be as simple as building up the width of a marker or pencil so it is easier to grasp or as sophisticated as using a computer. Another possibility would be for an adult or peer to “write” for a child with motor challenges, who would then agree or disagree by indicating “yes” or “no” (*Preschool English Learners* 2007).



1.0 Children use writing to communicate their ideas.*

Focus: Writing to represent words or ideas

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
<p>1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.</p>	<p>1.2 Begin to use marks or symbols to represent spoken language in the home language or in English.</p>	<p>1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.</p>
Examples	Examples	Examples
<ul style="list-style-type: none"> • Makes scribbles of lines and shapes that may resemble the home language. • Gestures to a bilingual poster on the wall and asks a peer, “¿Es español o inglés?” (Is this Spanish or English?) • Says, “That says, ‘Chinese,’” in Cantonese while pointing to a calendar with Chinese characters. 	<ul style="list-style-type: none"> • While pretend-writing with crayons and paper, communicates, “Teacher, this Korean.” • As a speaker of Ukrainian, writes marks with crayons on paper and communicates, “This like Mommy writes.” • Writes marks from the bottom to the top and from right to left on a paper and communicates in English and Mandarin Chinese, “I write like my yí.” (maternal aunt). • Writes marks that resemble Chinese characters in his journal next to a picture he has drawn of a little boy with a man and says, “Me. Daddy.” 	<ul style="list-style-type: none"> • Writes a grocery list in the housekeeping center, using forms that approximate letters in English. • Writes “blocks,” with some errors, on a daily plan for center time while saying, “I am going to play with the blocks.” • Writes letter-like marks while saying “lizard” after drawing a picture of a lizard for her own page in a class book on lizards.

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