

**LLD 10: Emergent Writing**

**DRDP Measure LLD 10**

Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning



**Mark the latest developmental level the child has mastered:**

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p><b>Makes scribble marks or simple drawings that represent people, things, or events</b></p>	<p><b>Writes letter-like shapes or a few letters to represent own name or words</b></p>	<p><b>Writes own name, but may make errors</b></p>	<p><b>Writes several words or a few simple phrases, but may make errors</b></p>	<p><b>Writes and composes simple sentences to communicate ideas to others</b></p>	<p><b>Writes and composes brief paragraphs that describe an experience (e.g., fictional, autobiographical) or that provide information about people, things, places, or events</b></p>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>▶ Draws circles and lines and comments “Baby” and “Mommy.”</li> <li>▶ Makes marks on paper and then explains that it is a birthday cake.</li> <li>▶ Draws a series of lines to represent a house and a tree.</li> <li>▶ Makes marks to represent the dog from a story by moving finger on screen of tablet or touch screen of computer.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Makes marks that are linear and spaced like letters or words while writing a pretend grocery list.</li> <li>▶ Makes marks to write down a restaurant order in the dramatic play area.</li> <li>▶ Uses an adaptive device to hold a marker to make marks on paper to represent the word “mom.”</li> </ul>	<ul style="list-style-type: none"> <li>▶ Signs a self-made card to grandma, using a few letters from own name.</li> <li>▶ Uses a few letter stamps to represent own name.</li> <li>▶ Writes own name on drawings made in class.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writes, “bog” [“dog”], copying the word from a book, to label a drawing of a dog.</li> <li>▶ Writes “STOP” on a stop sign in a drawing.</li> <li>▶ Writes “I love you” on a drawing made for a family member.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writes a simple sentence, e.g., “I wnt a dog,” when asked to write a letter to his parents.</li> <li>▶ Writes “I love you, Daddy and Mommy,” correctly on a drawing.</li> <li>▶ Writes a simple thank you note, e.g., “Thk you for cmng to vst,” after the dentist visits the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writes a short autobiographical story about the day he learned to ride a bicycle.</li> <li>▶ Writes directions for how to get to his house from school.</li> <li>▶ Writes a multi- sentence description of how to decorate a cake.</li> </ul>
<p>Note: Children who are familiar with print in languages other than English may demonstrate differences in how they approach writing. For instance, some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g. Chinese).</p>					

- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:

**Emergent Writing**

**LLD 10 (of 10)**