

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

SUB-DOMAIN: LITERACY

WRITING

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

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 building). 	<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).

			<ul style="list-style-type: none"> ▪ Provide opportunities to talk about what child notices about two different writing systems (especially appropriate for ELL and bilingual/multilingual children). ▪ 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.").
--	--	--	---