

## ***IDAHO EARLY LEARNING EGUIDELINES***

### **GOAL 61: WRITING - CHILDREN DEMONSTRATE KNOWLEDGE AND USE OF LETTERS AND SYMBOLS.**

**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	Acquires visual and motor foundational experiences for later concept development.	<ul style="list-style-type: none"> <li>▪ Uses senses to explore the environment.</li> <li>▪ Attend to contrasting colors and patterns.</li> <li>▪ Attend to near, far, and moving objects.</li> <li>▪ Follows objects and people with sustained gaze.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offer mobiles, toys, and pictures with simple, contrasting colors and patterns.</li> <li>▪ Offer objects that are within in a variety of distances from the child.</li> <li>▪ Pair visual stimulation with movement (i.e. for baby with hand arm and leg control, offer objects for kicking and swatting for a cause and effect action).</li> <li>▪ Provide opportunities to explore objects.</li> </ul>

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Begins to produce marks with a variety of tools.	<ul style="list-style-type: none"> <li>▪ Explores materials and medium with hands, feet, and body.</li> <li>▪ Begins to recognize that they can make marks on a variety of mediums (e.g. shaving cream, sand, whipping cream, etc.).</li> <li>▪ Makes marks on paper and other surfaces.</li> <li>▪ Creates vertical and horizontal lines.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide materials that lend themselves to patting, slapping, pushing, pulling, flatten clay, and finger paint with edible paint.</li> <li>▪ Point out shapes in the natural environment (wheel is a circle, box is a square) and trace the shape with child's finger.</li> <li>▪ Encourage child to make marks in sand, dirt, flour.</li> <li>▪ With supervision, introduce paper and crayon and have child draw; hang the picture on display and/or share with rest of family.</li> <li>▪ Engage child in writing, scribbling, and drawing. Acknowledge their work and comment without trying to interpret.</li> <li>▪ Use soap crayons in the bath and take turns drawing lines.</li> <li>▪ Paint with water on the sidewalk or walls.</li> <li>▪ Provide auditory cues to child's activity as the child marks the surface (round and round, zoom across).</li> <li>▪ Make lines and circles in cookie dough and feel the configuration.</li> </ul>

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16 to 38 Months	Begins to draw and scribble to express self and ideas.	<ul style="list-style-type: none"> <li>▪ Uses increasingly more purposeful scribbling.</li> <li>▪ May substitute object as symbol (use block as phone or car).</li> <li>▪ Makes intentional impressions with different materials.</li> <li>▪ Uses drawing and painting to represent ideas and share new knowledge.</li> <li>▪ Notices both words and pictures on a page.</li> <li>▪ Uses horizontal scribbling to label drawings or imitate adults.</li> <li>▪ Labels pictures using scribble writing.</li> <li>▪ Uses symbols or pictures as a representation of oral language.</li> <li>▪ Demonstrates an understanding that we hear and see words by pointing randomly to text while it is being read out loud (a spoken word is also represented in print).</li> <li>▪ Talks about the meaning of what is being written or drawn (e.g. "This is the dinosaur eating...").</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide child a variety of writing, drawing, and painting materials and time to experiment with them.</li> <li>▪ Provide opportunities for child to use crayons, paint, and markers to express themselves and draw.</li> <li>▪ When reading with child, point to pictures and words as they are read.</li> <li>▪ Discuss with child the pictures they have created, focusing on the process of creating (e.g. "How did you make that big blue line?").</li> <li>▪ Read a variety of alphabet books with child, including books from different cultures.</li> <li>▪ When reading with child, point to initial letters - especially letters in the child's name.</li> <li>▪ Draw attention to signs and symbols in the environment (stop sign, Chinese writing on a Chinese restaurant sign).</li> <li>▪ Provide opportunities for child to manipulate magnetic letters by naming the letters or using them to spell out simple words.</li> <li>▪ Engage child in writing, scribbling, and drawing. Acknowledge their work and comment without trying to interpret.</li> </ul>

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36 to 60 Months	Represents ideas and spoken language using drawing, scribbles, symbols, and letters.	<ul style="list-style-type: none"> <li>▪ Uses horizontal scribbling with breaks or separate marks to represent writing.</li> <li>▪ Creates representational drawings.</li> <li>▪ Uses pictures, symbols, and letters to convey meaning.</li> <li>▪ Knows that alphabet letters are a special category of graphics that can be individually named and written.</li> <li>▪ Uses different marks for writing and drawing.</li> <li>▪ Uses scribbling and letter-like symbols to represent their name.</li> <li>▪ Attempts to copy one or more letters of the alphabet.</li> <li>▪ Labels pictures using letter-like marks.</li> <li>▪ Shows awareness of the difference between own writing and conventional print.</li> <li>▪ Shows awareness of two or more different writing systems (especially appropriate for ELL and bilingual/multilingual children).</li> <li>▪ Uses letters to represent sounds in words.</li> <li>▪ Prints some alphabet letters for given letter names.</li> <li>▪ Recognizes the difference between letters and numbers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide a variety of writing and drawing tools with different kinds of paper (tablets, shopping lists, loose paper, sandpaper, etc.).</li> <li>▪ Model writing by writing and using lists, letters, daily log of classroom activities, and notes stating the words as they are written.</li> <li>▪ Offer to write the child's dictated words to label a drawing or tell a story.</li> <li>▪ Encourage the use of creative spelling to label pictures, write name, and write notes to family and community members.</li> <li>▪ Use the letters of the alphabet as they come up in real life situations.</li> <li>▪ Call attention to names of children that begin with the same alphabet letter.</li> <li>▪ Guide the child in writing his or her own name.</li> <li>▪ Offer multiple tools for writing, including markers, chalk, paint brushes, finger paints, crayons, pencils and pens, and shaving cream or play dough.</li> <li>▪ Give child a personal journal to write their name and draw pictures.</li> <li>▪ Provide opportunities for child to write letters, lists, invitations, cards, and notes.</li> <li>▪ Serve as the "scribe" (writer) for a child's dictated story, and then have child draw the illustrations to go with text.</li> <li>▪ Encourage children to describe their artwork and label it with child's dictation.</li> <li>▪ Create games for child to pretend to be the letters of the alphabet, and have others guess what the child is representing.</li> </ul>

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60 Months through Kindergarten	Writes and combines letters, numerals, and symbols to communicate.	<ul style="list-style-type: none"> <li>▪ Writes own name with some legibility.</li> <li>▪ Prints some alphabet letters legibly.</li> <li>▪ Writes some uppercase and lowercase letters, without assistance.</li> <li>▪ Writes first names of others or some simple words.</li> <li>▪ Writes some simple words on paper after adult segments words into individual sounds, out loud (c – l – a – p = clap).</li> <li>▪ Write words from the near environment.</li> <li>▪ Writes numerals 0-20 with some legibility.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Print an uppercase letter on one shape and its matching lowercase letter on another of the same shape. Show child how to match the shapes, thereby matching the letters.</li> <li>▪ Post the alphabet with upper and lower case letters in the classroom/writing area.</li> <li>▪ Attach a chart of the alphabet and numerals on table tops where children write. Put writing tools and paper nearby.</li> <li>▪ Provide templates of letters and numerals for children to practice writing.</li> <li>▪ Post a number line and use it for counting, both rote and for number.</li> <li>▪ Organize a special place for writing with a variety of paper, and writing tools.</li> <li>▪ Model appropriate uppercase and lowercase letters while writing.</li> <li>▪ Adapt the game “I Spy” to help child locate uppercase and lowercase letters.</li> <li>▪ Provide real opportunities for child to practice writing letters of the alphabet (ask child to help in making signs, or help address an envelope).</li> <li>▪ Provide many and varied opportunities and materials for child to write letters, lists, or notes in a variety of classroom areas (blocks, dramatic play, puppet theatre, math center).</li> <li>▪ Help child make his or her own letter books with pictures.</li> </ul>