Guide for Observing and Individualizing

Language/Literacy

3–5 Years

Language/Literacy: Writing
WHEN INTRODUCED AND EMPHASIZED: Weeks 7–10 and Day 4 of the weeks in which individual letters are introduced
BEHAVIORS TO OBSERVE • Beginning Skills in Forming Letters and Words

OBSERVATION OPPORTUNITIES

In what ways does the child show beginning skill in forming letters and/or words (after Week 6) as he/she:

- makes discrete marks, some of which may look like a letter?
- writes at least one recognizable letter along with other marks?
- writes the correct first letter of a name or word?
- correctly writes his/her name or a word?

FOLLOW-UP LEARNING SUPPORTS

Reinforce

The following activities are designed to supplement ELM activity plans in the ongoing development of writing skills.

- Fold several pieces of paper in half and staple them together to form a book. Invite children to be the author and illustrator of the book. Encourage children to write as well as draw a story.
- Provide writing opportunities in your room's interest areas. Example: Place a menu in the dramatic play area, along with pads of paper and pencils for children to write food orders.
- Use sign-in sheets for program attendance and participation in centers, and consider other supports for children's writing suggested in the Language/Literacy section of the *ELM Curriculum User Guide: 3–5 Years* (see especially the More Practices for Promoting Language and Literacy section and the boxed description of How a Morning Message Supports Many Language and Literacy Skills).

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Reintroduce

The following activities are designed to support the development of writing skills among children who need additional support for writing. The activities are also appropriate for all children.

- Provide alphabet rubber stamps for children to explore in stamping different letters on paper.
- Offer individualized support to a child for looking closely at how the first letter of his/her name is formed. Invite the child to make a mark that is like the letter.