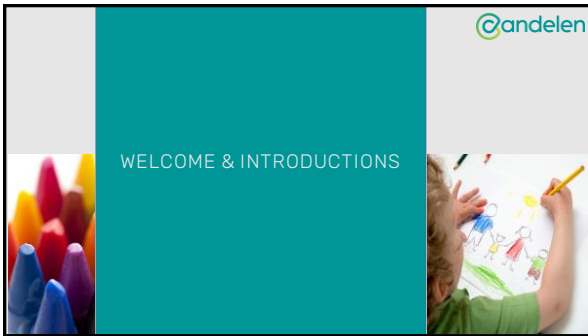


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SCRIBBLE TO SCRIPT

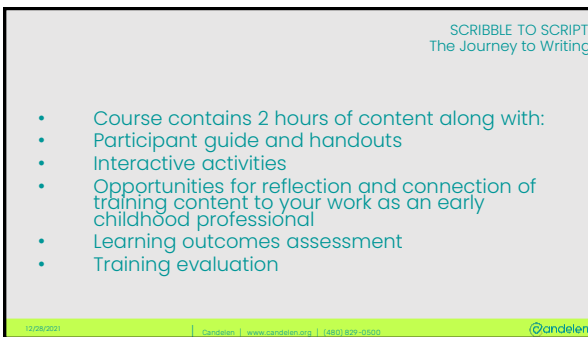
The Journey to Writing

This material was developed by the Association for Supportive Childcare, funded by the Department of Economic Security, Childcare Administration, through Federal Child Care Development Block Grant Funds (CCDF).



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WELCOME & INTRODUCTIONS






SCRIBBLE TO SCRIPT:
The Journey to Writing

- Course contains 2 hours of content along with:
- Participant guide and handouts
- Interactive activities
- Opportunities for reflection and connection of training content to your work as an early childhood professional
- Learning outcomes assessment
- Training evaluation

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THIS COURSE IS ALIGNED TO THE FOLLOWING STATE AND NATIONAL STANDARDS

Arizona Department of Health Services - Child Care Licensing	
Arizona Early Childhood Workforce Knowledge and Competencies	
National Association for the Education of Young Children	naeyc
Arizona Department of Education Program Guidelines for High Quality Early Education	

BIG IDEAS

- Young children make marks on paper to express their feelings and communicate with others
- Early writing experiences lead to better literacy skills
- Environment and classroom materials promote emergent writing skills

LEARNING OUTCOMES

- Understand the meaning of emergent writing and how it is linked to early literacy
- Identify the developmental stages of writing
- Discuss the benefits of early writing instruction
- Recognize that classroom environments can support children's emergent writing
- Identify a variety of materials and activities to promote early writing experiences
- Understand that journaling provides an authentic writing experience for young children

WHAT IS EMERGENT WRITING?

This is the first step taken by children learning to write.





"Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and related activities that have meaning and purpose for them."
Arizona Early Learning Standards 4th Edition

Arizona Early Learning Standards
4th Edition

Emergent Writing

What does it look like?



VIDEO

WHAT IS IT?

- Emergent writing is young children's first attempts at the writing process
- Children as young as 2 years old begin to imitate the act of writing by creating drawings and symbolic markings that represent their thoughts and ideas
- This is the beginning of a series of stages that children progress through as they learn to write

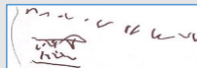
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SCRIBBLE STAGE

- Children make marks on the page that seem random but are clearly not a drawing
- Marks or scribbles the child intends to be writing



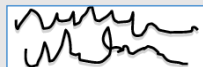
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MOCK HANDWRITING STAGE

- Wavy scribbles that imitate cursive writing and have a left-to-right progression
- Intended as writing that communicates a meaningful message/idea
- This is a powerful indication that they understand that writing conveys information



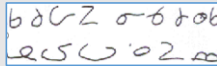
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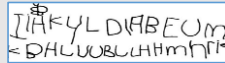
MOCK LETTERS STAGE

- Letters and marks that resemble letter-like shapes
- Children will begin purposefully making the basics of English language letter shapes: sticks and circles
- This shows that they know words are made up separate and identifiable letters



LETTER STRINGS STAGE

- Strings of letters that do not create words
- Long strings of various letters in random order, may go left to right
- They are most often the letters in their own name or in frequently used words



EMERGENT WRITING

EMERGENT WRITING IS

- Scribbling
- A mixture of drawing and writing with words
- Symbols such as sticks and circles
- Real letters that do not represent words

EMERGENT WRITING IS NOT

- Tracing letters
- Handwriting
- Practicing writing one's name repeatedly
- Making letters only with a pencil on a lined sheet of paper

USING YOUR NON-DOMINANT HAND WRITE THE FOLLOWING:

- Your first and last name
- Today's date
- What you ate for dinner last night

How does it feel?

ACTIVITY

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EMERGENT WRITING AND LITERACY

"Reading and writing skills develop simultaneously and are interconnected. Progress in one fuels development in another."

-Kelly Mayer



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BENEFITS OF EARLY WRITING EXPERIENCES

- Helps children develop phonological awareness, alphabet knowledge, and print awareness.
- Promotes higher-level composition skills such as organizing, planning, and revising.
- Influences future legibility and speed in handwriting.
- Early writing skills are strongly correlated with later reading abilities including decoding, reading comprehension, and spelling.

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EARLY LITERACY



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WHAT DO WE DO?

How can we support development of these skills?



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ENVIRONMENTS FOR WRITING



- Have printed labels on common classroom objects
- Offer a variety of writing materials
- Attribute meaning to children's work
- Provide daily opportunities for children to write
- Teach children to use the writing process for a variety of purposes
- Model writing

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OPPORTUNITIES FOR WRITING

- Provide writing materials in various centers – dramatic play, blocks, science
- Direct children toward writing props and help them experiment with different functions of writing
- Embed writing and print into daily routines
- Practice name writing
- Engage in meaningful authentic writing activities



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JOURNALING

- Provide children with a notebook or blank pages stapled together
- Allow them to personalize their journal by decorating the cover
- Give children time to write independently
- Encourage children to write in ways they are comfortable with
- Allow children to choose their own topics



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JOURNALING


- Support children to verbalize what they want to write
- Ask children to tell you about their drawing and write their words
- Allow children time to illustrate their work to generate more detail for stories and then have children tell you about the details and write about them
- Ask children to sign their work

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LET'S PRACTICE



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PRACTICE AND ACTIVITIES

Take a look at more prewriting with preschoolers

Writing "Thank!"

Sign-in Charts

All Kinds of Greetings

Take a look at more fun ways to "write right!"

Making a List, Checking it Twice

Write To Say "Thanks"

Labels for Artwork

HANDOUT

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TIME FOR REFLECTION

ACTIVITY

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WRAP-UP AND EVALUATIONS

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RESOURCES

- Arizona Early Learning Standards <https://www.azed.gov/ece/preschool/>
- Center for Early Literacy Learning <http://www.earlyliteracylearning.org/>
- The Center for Literacy and Disability Studies <https://www.med.unc.edu/ahs/clds/>
- Eastern Connecticut State University e-clips <https://www.easternct.edu/center-for-early-childhood-education/e-clips/index.html>
- National Association for the Education of Young Children <https://www.naeyc.org/>
- North East Florida Educational Consortium <https://www.nefec.org/>
- Virtual Lab School <https://www.virtuallabschool.org/>

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Send an email to [\[name\]@candelen.org](mailto:[name]@candelen.org) to receive your certificate.



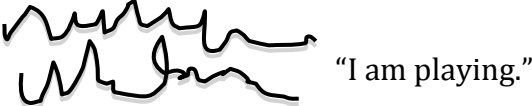

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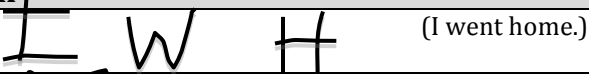

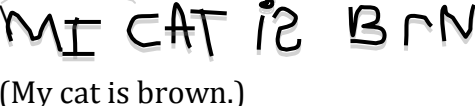
Stages of Emergent Writing


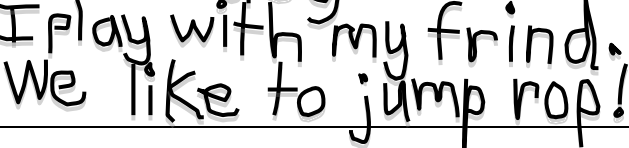
Stage	Description	Example
Drawing	Drawings that represent writing	
Scribbling	Marks or scribbles the child intends to be writing	
Wavy scribbles or mock handwriting	Wavy scribbles that imitate cursive writing and have a left-to-right progression; child pretends to write words	
Letter-like forms or mock letters	Letters and marks that resemble letter-like shapes	
Letter strings	Strings of letters that do not create words, written left to right, including uppercase and lowercase letters	
Transitional writing	Letters with spaces in between to resemble words; letters/words copied from environmental print; letters often reversed	
Invented or phonetic spelling	Different ways to represent the sounds in words; the first letter of the word or beginning and ending sounds represent the entire word	
Beginning word and phrase writing	Words with beginning, middle, and ending letter sounds; short phrases	
Conventional spelling and sentence writing	Correct spelling of words, generally the child's name and words such as <i>mom</i> and <i>dad</i> ; sentences with punctuation and correct use of uppercase and lowercase letters	

Developmental Stages of Writing





Pre-Literate	
Stage Description	Sample
Scribble Stage - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
Symbolic Stage - starting point any place on page, pictures or random strokes/marks with an intended message	
Directional Scribble - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	
Symbolic/Mock Letters - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	

Emergent	
Strings of Letters - long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways	
Groups of letters -groupings of letters with spaces in between to resemble words	
Labeling pictures - matching beginning sounds with the letter to label a picture	
Environmental Print - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	



Transitional	
Letter/Word Representation -uses first letter sound of word to represent entire word, uses letter sound relationships	
First/Last Letter Representation - word represented by first and last letter sound	
Medial Letter Sounds - words spelled phonetically using BME sounds, attempts medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable	

Fluent	
Beginning Phrase Writing - using all of the above skills to construct phrases that convey a message connected to their illustration	
Sentence Writing - Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, BME with detail	
Six Traits of Writing - Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	

Read-alouds are also a wonderful means of promoting writing; there are a number of stories that feature characters in books writing letters, stories, messages, and lists.

Books that Promote Writing Letters, Stories, Messages, and Lists				
Writing	Book	Summary	Activity ideas	
Letters	<i>The Day the Crayons Quit</i> , Drew Daywalt, illus. Oliver Jeffers (2013)	A young boy named Duncan discovers his crayons have quit. The different colored crayons have written him letters expressing their concerns.	<ul style="list-style-type: none"> Read the book aloud to the children, and talk about writing letters. Then place the book and writing prompts in the writing center. Children can write or dictate a response letter to one of the crayons (e.g., "Dear Pink Crayon..."). Children can dictate or write a short letter expressing a concern about school or their neighborhood. Children can pretend to be a crayon and dictate or write a letter to Duncan. 	
Stories	<i>Rocket Writes a Story</i> , Tad Hills (2012)	Rocket is a dog that loves books and wants to write a story. With the help of a little yellow bird, Rocket searches for story ideas, creates a word tree, and writes a story.	<ul style="list-style-type: none"> Children can go on a word hunt and create their own word tree by writing words on paper leaves. Children can write a story using words from their word tree. Children can write a story about Rocket and the little yellow bird or their new friend Owl. 	
Messages	<i>Click, Clack, Moo: Cows that Type</i> , Doreen Cronin, illus. Betsy Lewin (2000)	Farmer Brown's cows find a typewriter and begin typing demands. When the farmer says no, the cows stop giving the farmer milk.	<ul style="list-style-type: none"> Children can dictate or write messages to either Farmer Brown or some of the farm animals. Children can dictate or write a message from their pet (or pretend pet). What concerns or demands might the pet express? Some children may not be familiar with concepts such as farmers or cows, so take time to give background information, as needed. 	
Lists	<i>Bunny Cakes</i> , Rosemary Wells (1999)	Max and Ruby are going to make a cake for Grandma's birthday. Can Max make the grocer understand his shopping list?	<ul style="list-style-type: none"> Children can create a shopping list for making a cake or a meal. Children can list items needed for a class project. Children can write a recipe for a cake, listing all of the ingredients. 	

Learning Centers: Adding Meaningful Writing Materials and Literacy Props

Center	Emergent writing materials and literacy props	
Discovery	<ul style="list-style-type: none"> ■ Provide clipboards with paper and pencils to record observations and collect data ■ Add paper and craft sticks for children to create seed packet labels for growing plants ■ Turn the area into a national weather station or scientific research center, and have the children paint signs labeling the center and record their observations in a scientific journal or observation log 	
Blocks	<ul style="list-style-type: none"> ■ Add a graph paper notebook labeled "Blueprints," and provide real blueprints ■ Attach Velcro to clipboards and rulers for drawing blueprints or designs for building structures, and secure them to the back of shelves in the block area for easy access ■ Provide craft sticks, index cards, and tape to create road signs ■ Include receipt books and pads of paper to create work orders ■ Add house plan magazines, pictures of buildings, and nonfiction books about construction to spark building ideas 	
Dramatic play	<ul style="list-style-type: none"> ■ Add notepads and pencils to encourage children to write prescriptions, take food orders, create grocery lists, or compose phone messages ■ Add restaurant menus and cookbooks ■ Place a large piece of paper or chalkboard on the wall for children to write signs and announcements ■ Encourage children to turn the dramatic play area into a post office, dentist office, beauty salon, airport, police station, fire station, or doctor's office by decorating the area with pictures and writing words to describe their community center ■ Create a veterinary pet clinic, and provide children with office file folders to record information on a pet's health and small notebooks to record instructions about the pet's future care 	
Writing	<ul style="list-style-type: none"> ■ Promote interest in your writing center by changing its function: one month, create an insect and arachnid research station and add books, pictures, and words about insects and spiders; another month, add props and turn the writing center into an office, beauty parlor, post office, or newsroom ■ Add different types of tools, such as stencils, hole punches, and stamps ■ Add sandpaper letters, magnetic letters, and other types of letters to promote alphabet knowledge 	
Outdoor play	<ul style="list-style-type: none"> ■ Put writing materials in baskets, and place the baskets around the playground ■ Give children index cards to write "speeding tickets"; have children write in sand trays ■ Provide children with magnifying glasses and small notebooks to write observations about discoveries, such as an insect crawling on a plant or a butterfly landing on a flower ■ Allow the children to use sidewalk chalk or to paint letters with water on the cement ■ Provide writing materials for labeling sandbox creations, drawing maps, or establishing and recording the rules for a new outdoor game ■ Use clipboards for a walk around the neighborhood; have the children write letters, words, or numbers they see 	

Preschoolers enjoy experimenting with the writing process. Emergent writing experiences can include spontaneous writing during center time and teacher guided writing activities. Writing can become an important component of every learning center in the preschool classroom, especially if teachers strategically place a variety of writing materials throughout the classroom and offer specific guidance on using the materials.

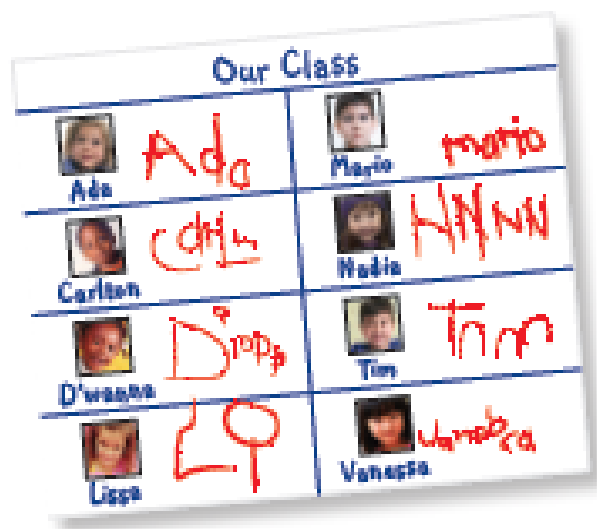
Embedding Writing and Print into Daily Activities and Routines

Routine / Activity	Writing
Arrival	Have children write or check off their name when they enter the room
Snack	Have the names of snacks on cards and have children copy
Science Center	Have children write amount of water, draw experiments, record how much something weighs...
Art	Include pencils and markers so children can write their names on their artwork and label the drawings
Dramatic Play	Include writing utensils and paper related to the activities
Block Area	Include small and large blocks and signs for children to use blocks to make letters and words
Music	Have children draw or write new songs or music to sing
Circle Time	Have children take turns writing on white boards or the chalk board
Story time	Have children draw or write words they hear from the story
Nap	Have children write down the time they are taking a nap
Outdoor play	Include outdoor chalk and water for children to draw and paint on the sidewalk
Departure	Have children sign themselves out

Take a look at more prewriting with preschoolers

Writing "Thanks!"

At circle time in Ms. JoAnn's preschool class, the children are discussing their recent field trip to the grocery store. Everyone wants to talk about the best parts of the trip and the goodie bags they were given. Ms. JoAnn unrolls a large piece of paper. She tells her class, "Let's make a list of all the interesting things we saw and learned at the grocery store. Then we are going to write thank-you letters to Mr. Black. We'll thank him for showing us around his store." The children take turns talking about their favorite parts of the trip. They all liked going back into the bakery to watch bread coming out of the big ovens. Ms. JoAnn writes all their ideas on her large sheet of paper. She reads and points out the words as she does so. She invites the children to help her with spelling the words. She hangs the list where everyone can see it. Then she sends the children to nearby tables with construction paper and markers. The children make thank-you cards for the store manager using a combination of pictures, letters, and words.



Sign-In Charts

The preschoolers in Mr. José's class use sign-in sheets every day when they come to school. First they find their pictures on the laminated sheet by the door. Next they use markers to write their names next to their pictures to indicate they are present. Some of the children are not yet making any recognizable letters. Still, they enjoy "signing in" to show others they have arrived. They use this sign-in system during free center time, too. They sign up for the most popular centers by writing their names on the waiting lists at those centers. The children get to practice their writing throughout the day and learn to recognize one another's names as well.

All Kinds of Greetings

In Ms. Amy's inclusive preschool class, the children have access to writing materials throughout the day. They also have a mailbox system to leave notes and letters for each other and for their teacher. Many children are in the habit of writing greetings to each other. They will write special birthday messages or notes for an absent child. Some children in Ms. Amy's class have trouble with fine motor skills. Ms. Amy encourages them to also type messages on the classroom computer. It is equipped with an extra-big keyboard and a microphone. This allows children to speak their messages and watch them appear in print on the screen. Ms. Amy helps the children print out their messages and find the right mailbox. This way all children, regardless of disability, can participate in the composition process and deliver messages to their friends.



Take a look at more fun with emergent writing

Preschool Publications

At circle time in Mr. John's preschool class the children are making books. They decorate a large sheet of construction paper in the color of their choosing using stickers, markers, crayons, and glitter. Once they finish, Mr. John and his assistant help the children write their names on the decorated paper. This will be their book cover. The children take white paper and their favorite writing tools and begin to write a story about whatever they choose. The children talk happily about their stories as they make lines, dots, squiggles, letters, and other writings across their pages. Mr. John encourages them to draw pictures to go along with their stories. As they finish, the children take turns "reading" their stories to the group. Mr. John writes down what each child says, and adds the words at the bottom of each page. He then places the cover around the pages and staples it together for each child to take home.



Lines in the Sand

One afternoon some of the preschoolers in Ms. Anna's class are playing "school" on the playground. Sara pretends to be Ms. Anna and the others are her students. Sara gives the others bits of sticks. She has them write their names in the sand the way their teacher has shown them. Some of the children know how to write their names correctly, while others use invented spelling. Sara looks over their writing, saying, "Good job!" to each of them just like Ms. Anna does. Then, she tells them to write familiar words that she calls out, "Dog. Sara. Mom. Dad." The children write letters in the sand for each word. "Very good!" says Sara, looking at the lines they made in the sand. "Time for snack."

Making Their Mark!

In Mrs. McLean's inclusive preschool class children are encouraged to write down their thoughts and story ideas throughout the day. They use materials in the writings bins that are found in every classroom center. They use sign-in sheets at the popular centers. They are encouraged to make a mark next to their printed names and pictures when they arrive in the classroom each morning. The children have begun recognizing not only their own names, but some of their classmates' names. Some children in the class have difficulty with fine-motor activities. Mrs. McLean helps them type stories on the classroom computer using the oversized keyboard. They can "sign in" using adhesive labels pre-printed with their names. Some children also enjoy telling stories into a tape recorder. They play them back when it is time for the class to share their stories.



Take a look at more fun ways to “write right”...

Making a List, Checking It Twice

Four-year-old Emma and her dad are getting ready to go to the grocery store. They talk about the items they need to buy. “How are we going to remember all this, Emma?” her dad asks. “Should we write it down?” “I’ll write it,” Emma says, and goes to get paper and a pencil from her room. “Okay, we’ll both make a list,” her dad says. “What’s the first thing we need?” “Apples,” Emma says. “I’m going to write it.” She writes an A, then says the word out loud again to listen for more sounds. “P?” she asks. “I hear ppp,” her dad agrees. Emma finishes out the line with a few letter-like shapes. Together, they compose a list this way. “Okay, how about you read it back to me so we make sure we haven’t forgotten anything,” her dad says. Emma frowns at her list a moment, makes a few changes, and then recites a list of grocery items. They consult both lists throughout their trip to the store.



Write To Say “Thanks”

“Antwan,” Mom calls. “Come here and help me write a thank-you note to your Aunt.” Four-year-old Antwan runs eagerly to the kitchen table. His mom has spread out a variety of stationery, markers, and crayons. “Remember how Aunt Rachel sent you those great presents for your birthday? Well, now we’re going to write her a letter and tell her how much you appreciate them.” “I’m going to draw her a picture,” Antwan says. He reaches for a crayon. “I’ll say, ‘Thank you for the toys, love, Antwan.’ I already know how to write love and Antwan.” He hesitates. “That’s a good start,” Antwan’s mom says. “Let’s listen to the sounds and figure out how to write the rest of it.”

Labels for Artwork

Megan, 4½ years old, has been diagnosed with speech and language delays. She loves drawing and painting with her mother. They sit in their playroom together. They use crayons, markers, paints, and pens to create pictures that they hang around the room. “What are you drawing today?” Mom asks. “I draw a princess and a horse,” Megan says, pointing to those figures on her page. “I’m drawing a castle,” her mom says. “And look, I wrote castle here so everyone will know what it is.” Megan examines the picture and then asks, “How you write princess?” “Listen to how it sounds,” her mom says. “Ppp... ppp...” Together they listen for the sounds. Megan writes a P followed by a few more letters and marks above her princess. They do the same thing with the horse, the flowers, and the sun in the picture. “Great,” her mom says. “Now we’ll know what everything in the picture is. Can you read it back to me?” Megan takes a deep breath. “This the princess, and this the horse who lives there, and this the flower that lives there, and it sunny.” “You worked hard on that,” her mom says. “We’ll hang that picture up right away.”

