



Writing Scaffolding Prompts

These prompts were developed by the Boston Ready teachers and instructional partners during professional development sessions.

Moving from this stage to the next	What we say to children
Stage 1 Scribbling <ul style="list-style-type: none"> • Can be random marks on paper • Marks can be large, circular and resemble drawing • When the intention is to convey a message, it's early literacy! 	Let's find the first letter of your name What does that letter look like? This looks like an "m". An "m" looks like a mountain. These bumps look like the "m" in your name, Mark. Let's look at your name card to see what that letter looks like.
Stage 2 Letter-like Symbols <ul style="list-style-type: none"> • Letter/number like forms emerge • Child often uses same three letters • Often letters from own name • Writer can talk about own writings 	Can you find a name card that has this letter in it? Can you name these letters? Tell me what this says. (Transcribe next to "letters.") Do you know how to make any other letters? Can you write the letters in your name?
Stage 3 Strings of Letters <ul style="list-style-type: none"> • Some legible letters evident • Developing awareness of sound-to-symbol relationship but not matching most sounds • Usually capital letters • No spacing 	"j" is what it sounds like. This sound goes with this letter. "Apple a-a-a" Let's sing ...and listen to the sounds. If your name begins with "ssss" you may get your coat.
Stage 4 Beginning Sounds Emerge <ul style="list-style-type: none"> • String of letters with beginning sounds to represent words • Start to see difference between letter and word • Message makes sense and matches the picture 	What is the next part of the story? Tell me more. What else happened? Can you tell me more about the swamp? What sound comes next?



<p>Stage 5 Consonants Represent Words</p> <ul style="list-style-type: none"> • Matches some sounds with consonants • Begin to see spaces between words • Often mix upper and lower case letters • Start to use punctuation • Concept of sentence emerges 	<p>Let's sound out the word: d-d-d-o-g. What sounds are at the beginning? Can you hear the sounds in the middle and the end? Use picture cards for symbol-sound awareness.</p>
<p>Stage 6 Initial, Middle and Final Sounds</p> <ul style="list-style-type: none"> • Spelling for macaroni can be Ma c r ni beginning and end sounds are present • Some words spelled correctly • Other words spelled the way they sound • Writing is readable 	<p>What sound/letter goes between "c" and "r" in "macaroni?" What sounds do you hear? Let's count the syllables. Let's clap the syllables. Have you seen the word on the picture cards before?</p>
<p>Stage 7 Transitional Phase</p> <ul style="list-style-type: none"> • Uses invented spelling ("iz" for is shows phoneme awareness) • Writing is readable and approaches conventional spelling • Some words in standard form and patterns • Uses visual memory for spelling 	<p>Can you tell me more about that? Let's read your writing through together and add punctuation marks. What do we do when we see a period mark at the end of a sentence? Let's read it and see listen where to stop. Can you find this on the word wall? Let's see how it looks when I write it (share the pen).</p>
<p>Stage 8: Standard Spelling</p> <ul style="list-style-type: none"> • Most words are spelled correctly • Writers starting to understand root words, compound words, contractions and punctuation 	