

Writing

Birth to Age 5

Suggested characteristics to be worked toward by age 5.

Infant (birth to approximately 18 months)	Toddler (12 months to 3 years of age)	Preschool (30 months to 5 years of age)
<p>1. 1. The student writes clearly and effectively. <i>1.1. develop concept and design</i></p>		
<ul style="list-style-type: none"> • Focuses on marks on paper • Repeats motion to make additional marks on paper • Names/labels objects and people • Responds to specific sounds and voices by turning head • Sits up and crawls independently 	<ul style="list-style-type: none"> • Makes marks on paper purposefully • Draws horizontal and vertical lines • Uses symbols in play—uses objects to represent other things • Asks adult to write on/label child’s picture • Gives simple descriptions of past events • Assigns name/label to items in own drawings • Occasionally distinguishes between writing and drawing • Sings easy songs and fingerplays with repetitive patterns and words 	<ul style="list-style-type: none"> • Uses marks and/or random letters to represent words • Draws horizontal and vertical lines and crosses and circles • Realizes picture in book is a symbol for the real object • Names and points to familiar objects in pictures and/or books • Uses language to describe and label drawings/assigns a message to own symbols • Recounts own experiences/can relate a simple sequence of events with beginning, middle, and end • Uses drawings to tell/retell a story or relate an experience • Knows that writing and drawing are different • Begins to notice specific print, such as letters of own name • Names some letters • May use one letter to represent a word

Note: Bolded and italicized items are the Washington State essential academic learning requirements (EALRs).

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<i>1.2 uses style appropriate to the audience and purpose</i>		
<ul style="list-style-type: none"> • Communicates with others through facial expressions, vocalizations, and imitation (infant can initiate and terminate interactions) • Imitates adult or older child's scribbles/drawings or writings by making own marks/scribbles 	<ul style="list-style-type: none"> • Requests an adult to write or draw • Uses increasingly purposeful scribbles 	<ul style="list-style-type: none"> • Uses drawings and writings to convey messages (e.g., creates pretend menus, letter to parent)
<i>1.3 apply writing conventions</i>		
<ul style="list-style-type: none"> • Reaches, grasps, and puts objects in mouth • Grasps and releases, regrasps and releases object again • Holds an eating utensil • Transfers object from one hand to the other • Grasps writing instrument and makes marks by banging it on paper without regard to location • Follows a moving object with eyes • Picks up small objects using finger and thumb (pincer) grasp • Recognizes that something stands for or represents something else (e.g., saying "Mama" is a symbol for mother, waving means someone may leave) 	<ul style="list-style-type: none"> • Uses markers, pencils, paintbrushes, and fingerpaints • Grasps writing instrument with fist or whole hand • Functionally holds writing instrument with thumb up; approximates adult grasp • Rolls, pounds, squeezes, controls playdough • Opens door/cupboards by turning knob • Strings large beads • Writes without regard to location or direction on paper • Snips with scissors • Scribbles spontaneously • Paints using whole arm to make strokes • Sorts objects • Matches simple shapes • Uses items or toys in play to represent something else (e.g., uses block for a car or uses pieces of paper for money) • Makes picture-like and letter-like scribbles • Uses recognizable figures and shapes to convey meaning 	<ul style="list-style-type: none"> • Uses markers, crayons, pencils, paint with paintbrushes, and fingerpaint or mixed media to create drawings or write • Adjusts grasp to the size and shape of writing instrument; uses pencil grasp • Strings small beads • Begins to demonstrate directionality with "writing" going from left to right and top to bottom • Cuts recognizable shapes • Draws/paints recognizable figures/shapes • Recognizes and replicates patterns • Matches letters and numbers • Uses symbolic relationships in play (e.g., dramatic play, block building, creative arts) • Writes using unrecognizable script (scribble writing) leaving space between "words" • Produces some letter-like forms and letters • "Writes" using marks and/or random letters to represent words • Attempts to write own name • Writes some recognizable letters, sometimes in letter strings or word-like units

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(30 months to 5 years of age)

2. The student writes in a variety of forms for different audiences and purposes.		
<i>2.1 write for different audiences</i>		<ul style="list-style-type: none"> Turns head in response to voices and sounds
<i>2.2 write for different purposes</i>		<ul style="list-style-type: none"> Shares drawings and writings with others “Writes” to communicate with others
<i>2.3 write in a variety of forms</i>		<ul style="list-style-type: none"> Imitates common writing activities in play
<i>2.4 write for career applications</i>	<ul style="list-style-type: none"> Uses scribbles and pictures to make lists, letters, and stories 	<ul style="list-style-type: none"> Uses drawings, scribbles, letters, and some words in creating lists, letters, and stories Can state whether information is real or pretend
	<ul style="list-style-type: none"> Recognizes some environmental print/symbols/icons 	<ul style="list-style-type: none"> Reproduces some environmental print/symbols

3. The student understands and uses the steps of the writing process.

<i>3.1 prewrite</i>		<ul style="list-style-type: none"> Shares common experience with another 	<ul style="list-style-type: none"> Imitates common writing activities in play
<i>3.2 draft</i>			
<i>3.3 revise</i>			
<i>3.4 edit</i>			
	<ul style="list-style-type: none"> Repeats marks when encouraged to do so 	<ul style="list-style-type: none"> Repeats same lines in scribbles and drawings Begins to think before doing 	<ul style="list-style-type: none"> Draws some picture/shape/objects again and again Makes additions to drawings and writings
<i>3.5 publish</i>		<ul style="list-style-type: none"> Calls attention to own writing attempts (“Look at my picture/story.”) 	<ul style="list-style-type: none"> Shares drawings and writings with others

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4. The student analyzes and evaluates the effectiveness of written work. <i>4.1 assess own strengths and needs for improvement</i>		<ul style="list-style-type: none"> • Produces repetitive patterns/symbols/scribbles/letter-shapes • Differentiates marks made using various instruments • Indicates preferences for books/stories/activities 	<ul style="list-style-type: none"> • Sees self as a writer: makes statements such as ... “I’m writing ...” • Shows preference for specific writing instruments/materials • Comments on and shares preferences for stories • Can indicate simple reasons for liking or disliking • Knows same and different
	<i>4.2 seek and offer feedback</i>	<ul style="list-style-type: none"> • Shows others paper with marks made by self 	<ul style="list-style-type: none"> • Tells others about his/her drawings/“writings” when asked

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