

STAGES OF EMERGENT WRITING IN EARLY CHILDHOOD CLASSROOMS

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WELCOME!

- In the chat box, please write
 - You name, location and/or organization
 - Something you wrote this morning - whether on a device or with old-fashioned paper & pencil/marker!

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LEARNING HOW TO WALK IS LIKE LEARNING HOW TO WRITE BECAUSE...



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THE “EMERGENT LITERACY” PERSPECTIVE

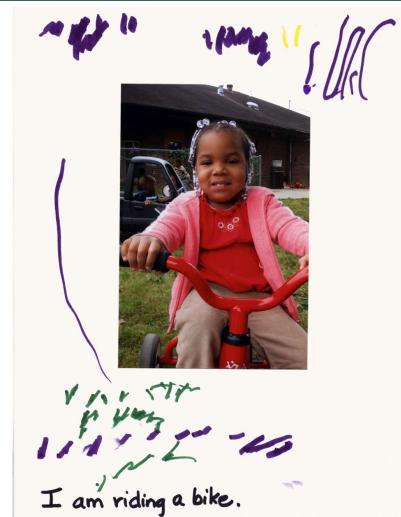
Defining writing

Writing and reading is “human interaction with print when the reader and writer *believe* that they are making sense of and through written language.”

[Yetta Goodman]

For young children, writing occurs when children

- Believe that their marks can represent a message
- Believe that they can act like readers and writers



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THE “EMERGENT LITERACY” PERSPECTIVE

HOW children learn to write:

- Children begin to learn about reading and writing almost from birth
- Children learn by seeing others write and read and by playfully taking part in these activities with others
- Children begin to learn about reading and writing at the same time



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STAGES OF EMERGENT WRITING



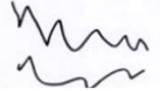
Stage	Description	Example
Drawing	Draws a picture; marks are clearly identifiable as a picture	






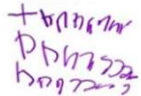
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Letter-like forms or mock letters	Marks that resemble letters	




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Transitional writing	Letters with spaces in between to resemble words; letters/words copied from environmental print; letters often reversed	

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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	 I was sliding the slide.

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Beginning word and phrase writing	Words with beginning, middle, and ending letters sounds; short phrases	

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REFLECTION

- In the chat, jot down your thoughts to any of these prompts:
 - What information about emergent writing surprised you today?
 - What will you take back to the classroom?
 - How might you be thinking differently about writing in your classroom, center, or ECE space?



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