**Language and Literacy: Emergent Writing Learning Progression**

| **Domain: Language and Literacy** |
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| **Strand: Writing** |
| **Learning Progression: Emergent Writing** |
| **Operational Definition: Produces letter-like shapes, symbols, letters, and words to convey meaning** |

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|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| **Name Recognition and Writing** | Identifies own written name. | Writes marks to represent own name. | Writes the first letter in own name. | Writes own name but may have some letter reversals or omissions. | Writes own name accurately. |
| **Writing to Convey Meaning** | Produces scribble drawings (e.g., pictures that may include back-and-forth and/or circular marks) and dictates labels for them. | Produces controlled scribbles (e.g., horizontal jagged lines) and recognizable symbols (e.g., a circle with lines radiating from it for a sun) and dictates a description (e.g., a word or phrase). | Produces mock writing (includes strings of independent units and letter-like shapes) to tell a story. | Produces emergent writing (includes some actual letters that may be grouped together as if to form words) to tell a story or give an opinion. | Produces phonetic writing, using invented or conventional spelling, of one or more simple sentences to tell a story, give an opinion, or provide information about a topic. |

**Name Recognition and Writing**

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| **Directions** | **Level Descriptors** | | **Evidence Examples**  (Student Work Evidence Encouraged) | |
| Observe children during the regular daily routine and look for instances when they identify and write their own names.  For each child, pay attention to the following details as you observe:   * the context where the child identifies his/her own name * which letter(s) the child writes * whether any letters are reversed/in the correct order/omitted   Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child identifies own written name. | **Jack—**When Jack entered the room, he was excited to see that his name card was up on the jobs chart. | |
| **2** | Child writes marks to represent own name. | **Kate—**Kate made several marks on her paper when asked to write her name. (student work in file) |  |
| **3** | Child writes the first letter in own name. | **Ruth—**Ruth wrote the first letter of her name followed by unrecognizable marks. (student work in file) |  |
| **4** | Child writes own name but may have some letter reversals or omissions. | **Joel—**Joel wrote his name correctly except for the reversed “e”. (student work in file) |  |
| **5** | Child writes own name accurately. | **Mike—**Mike wrote his name correctly. (student work in file) |  |

**Writing to Convey Meaning**

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| **Directions** | **Level Descriptors** | | **Evidence Examples**  (Student Work Evidence Encouraged) | |
| Observe children during the regular daily routine and look for instances when they write to convey meaning.  For each child, pay attention to the following details as you observe:   * what type of drawing the child produces * the complexity of the drawing * whether or not they attempt to label the drawing * how well the label matches their description of the drawing   Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child produces scribble drawings (e.g., pictures that may include back-and-forth and/or circular marks) and dictates labels for them. | **Sheryl—**When I asked Sheryl what her scribble drawing was, she dictated, “trees,” which I wrote on her paper. (student work in file) |  |
| **2** | Child produces controlled scribbles (e.g., horizontal jagged lines) and recognizable symbols (e.g., a circle with lines radiating from it for a sun) and dictates a description (e.g., a word or phrase). | **Carrie—**When I asked Carrie what her simple drawing was, she dictated the phrase “me and my baby brother.” (student work in file) |  |
| **3** | Child produces mock writing (includes strings of independent units and letter-like shapes) to tell a story. | **Timothy—**When I asked Timothy what he wrote about his picture, he pretend-read, “Sam and I play ball.” (student work in file) |  |
| **4** | Child produces emergent writing (includes some actual letters that may be grouped together as if to form words) to tell a story or give an opinion. | **Veronica—**When I asked Veronica what he wrote about his picture, she read, “I walk my dog. We see a squirrel.” (student work in file) |  |
| **5** | Child produces phonetic writing, using invented or conventional spelling, of one or more simple sentences to tell a story, give an opinion, or provide information about a topic. | **Scott—**When I asked Scott what he wrote about his picture, he read, “Boots is my cat. He scratched Daddy’s chair. Daddy put Boots out.” (student work in file) |  |