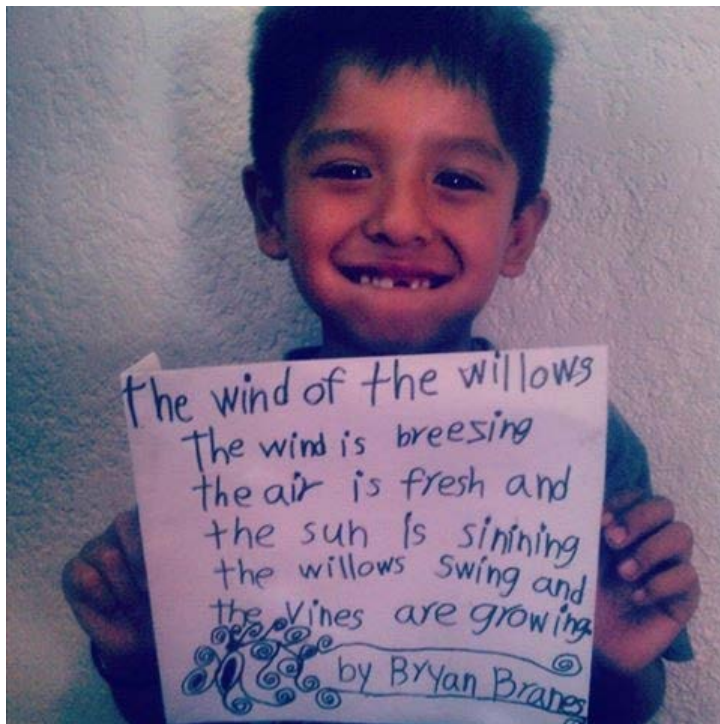


## ***Writing in the Early Childhood Classroom***

California Kindergarten Association



Children write long before formal school begins. Squiggles turn into strings of letters and then words written as they sound! Their reading and writing skills develop simultaneously and are interconnected. Progress in one fuels development of the other. This Curricular Theme on writing instruction does not address spelling or handwriting skills.

**Developmentally Appropriate Guiding Principal #6** – Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.

**Developmental Stages:** [Stages of Writing Development](#) – A typically developing child goes through similar stages. He may not proceed in a linear fashion or may recycle through earlier stages. Children who have hearing issues may need interventions to help them identify sounds of words or to learn alternative ways of writing.

## Research (see Print & Media Resources for full citations)

- Preschoolers experiment with letters to create words. See Schickedanz Casbergue (2004). *Writing in Preschool: Learning to Orchestrate Meaning and Marks*. See <https://www.naeyc.org/store/node/405> .
- CKA published the research of Catherine C. DuCharme: [\*Drawing to Write: The Role of Drawing in the Writing Processes of Kindergarten and Primary Grade Children\*](#).
- Based on developmentally appropriate practice and research, Vukelich & Christie offer *Building a Foundation for Preschool Literacy: Effective Instruction for Children's Reading and Writing*. See <http://www.amazon.com/Building-Foundation-Preschool-Literacy-Instruction/dp/0872077004>
- New language learners need specialized support to link oral and written language. Meier and Tse offer suggestions to
  1. Link drawing and dictation/writing
  2. Emphasize content first, then gradually introduce mechanics elements and
  3. Use sentence frames and read-alouds of predictable books.

If you are a member of NAEYC, see

<http://connection.ebscohost.com/c/articles/91955463/integrating-content-mechanics-new-language-learners-writing-primary-classroom> or <http://www.naeyc.org/yc/pastissues/2013/march>

## Lesson Plans & Activities

Teachers help young writers by

- exposing them to print in the classroom
- calling attention to their use of letters and words in their writing
- demonstrating writing by “talking out loud” about their process
- offering them opportunities to write in various classroom centers
- offering specific lessons to improve their writing skills

[Click here](#) for lesson plans and activities for preschool, transitional kindergarten, kindergarten, and first grade.

## Resources

- [Supplying a Writing Center](#)
- [Interactive Writing](#)
- [Individualized Dictionaries](#)
- Tips for Parents
  1. [Support Writing at Home](#) – from Reading Rockets
  2. [Why writing is important and how parents can help](#) – from Colorin Colorado

3. [Eight Tips for Creating Homemade Books](#) – from the National Association for the Education of Young Children

- [Print and Media Resources](#)
- [Books and Technology for Children](#)

### Videos & Media

- K-2 students learn specific skills in Guided Writing lessons. See <https://www.teachingchannel.org/videos/guided-writing-workshop>
- Heidi Butkus posts a blog on teaching young children about writing. See <http://www.californiakindergartenassociation.org/wp-content/uploads/2012/01/Dev-Approp-Writing-2012.pdf>
- Another Heidi Butkus blog is on teaching kindergartners to write paragraphs. See <http://blog.heidisons.com/2012/02/teaching-kindergartners-to-write.html>

