

Understanding Emergent Writing

Extracted from California Preschool Instructional Network-Region 11

Forms of Writing Used	Concepts About Print Observed During Writing	Concepts About Print (Observed During Rereading Child's Own Writing)
<input type="checkbox"/> Name <input type="checkbox"/> Drawing as writing <input type="checkbox"/> Drawing as illustration <input type="checkbox"/> Scribble <input type="checkbox"/> Letter-like symbols/Pseudoletters <input type="checkbox"/> Random <input type="checkbox"/> Patterned <input type="checkbox"/> Name Elements <input type="checkbox"/> Copying from Environmental Print <input type="checkbox"/> Phonetic Spelling <input type="checkbox"/> Initial Sound <input type="checkbox"/> Syllabic <input type="checkbox"/> Intermediate <input type="checkbox"/> Full Word <input type="checkbox"/> Conventional	<input type="checkbox"/> Begins Printing/reading at left <input type="checkbox"/> Prints from left to right <input type="checkbox"/> Begins next line of print below first line <input type="checkbox"/> Separates words <input type="checkbox"/> Uses dots <input type="checkbox"/> Uses dashes <input type="checkbox"/> Uses spaces <input type="checkbox"/> Uses uppercase letters to begin names <input type="checkbox"/> Uses a combination of upper and lowercase letters to complete names <input type="checkbox"/> Uses lowercase letters to complete names <input type="checkbox"/> Begins sentences with uppercase letters <input type="checkbox"/> Uses punctuation marks Note punctuation used here: <hr style="width: 50%; margin-left: 0;"/>	<input type="checkbox"/> Orients paper top to bottom <input type="checkbox"/> Points to picture as place to begin reading <input type="checkbox"/> Identifies upper left as starting point for reading <input type="checkbox"/> Indicates that one reads from left to right. <input type="checkbox"/> Indicates sweep at end of line <input type="checkbox"/> Tracks print, but tracking does not match word for word (squishy tracking) <input type="checkbox"/> Tracks with word by word matching <i>NOTE: To elicit additional information about the child's understanding of print, after the rereading, the teacher might ask the child to do the following:</i> <input type="checkbox"/> Draws circle around one letter <input type="checkbox"/> Draws circle around two letters <input type="checkbox"/> Draws circle around uppercase letter <input type="checkbox"/> Draws circle around first letter of a word <input type="checkbox"/> Draws Circle around last letter of word

Child's Name _____ Date _____

Adapted from the Evaluation Checklist found in Sulzby, E. (1990).
Emergent literacy: Kindergartners write and read. Bloomington, IN: Agency for Instructional Technology.