



JOURNAL ARTICLES

Byington, T. A., & Y. Kim. 2017. "Promoting Preschoolers' Emergent Writing." *Young Children* 72 (5): 74-82. <https://www.naeyc.org/resources/pubs/yc/nov2017/emergent-writing>.

This article describes the developmental stages of emergent writers and provides writing samples for each stage. Additionally, the authors offer teacher and caregiver tips to promote writing.

Cabell, S. Q., L. S. Tortorelli, & H. K. Gerde. 2013. "How Do I Write...? Scaffolding Preschoolers' Early Writing Skills." *The Reading Teacher* 66 (8): 650-659. <https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.1173>.

Providing preschoolers with rich writing experiences lays a foundation for later reading and writing success. Preschool teachers can greatly enhance early writing experiences by answering young children's questions about writing and providing productive writing instruction. This article offers a straightforward research-based framework to easily evaluate children's writing and help them take the next step in their writing development. Importantly, the vignettes in this article support foundational literacy skills across classroom contexts (e.g., centers, journals).

McLane, J. B., & G. D. McNamee. 1991. "Beginnings of Literacy." *Zero to Three* 12 (1): 1-8. <https://www.zerotothree.org/resources/1056-beginnings-of-literacy>.

There are many ways that children connect to writing and reading, and many pathways into literacy. This article explores the range and diversity of early literacy experiences.

WEB RESOURCES

Note: Many of these resources are available on the Early Childhood Learning and Knowledge Center (ECLKC) the web portal for the Office of Head Start found here: <https://eclkc.ohs.acf.hhs.gov>.

Planned Language Approach

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach>

The Planned Language Approach (PLA) is a comprehensive, systemic, research-based way to ensure all children receive optimal language and literacy services, including those who are dual language learners (DLLs). The PLA materials include handouts, guides, organizational tools, and videos. They promote staff development so they can build and refine language and literacy services. Resources demonstrate how to help DLLs develop their home language as they also move toward English acquisition. These multimedia materials support program leaders, families, communities, human resources, and interpretation and translation staff.

Support Writing at Home

<https://www.naeyc.org/our-work/families/support-writing-home>

Young children like to scribble, make marks that look like letters, and play with writing. Most children will experiment with writing long before they learn to read. This NAEYC resource suggests several early writing activities for parents to use with their child at home.

Effective Practice Guide: Writing

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/writing>

This guide shows what effective practices look like in early learning settings and helps staff reflect and improve their practices. In home-based settings, teaching practices are the ways that home visitors work with families to provide learning experiences, engage in responsive interactions, and use the home as the learning environment.

The Big 5: The Big Picture—Alphabet Knowledge and Early Writing

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-big-picture-alphabet-knowledge-eng.pdf>

Alphabet knowledge and early writing are separate but related skills that support later reading and writing. This ECLKC resource briefly outlines how children’s early alphabet knowledge and early writing skills develop from infancy to primary school. It includes a table that illustrates similarities and differences between English and other languages, and information for programs serving children who are DLLs. One section describes how children’s cultures support early writing.

How Parents and Families Support Alphabet Knowledge and Early Writing

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-strategies-parents-families-alphabet-knowledge-eng.pdf>

This detailed guide describes strategies parents and families can use to support their children’s alphabet knowledge and early writing skills. It’s organized by age—infants, toddlers, and pre-kindergarteners. Each section describes what parents might see their children doing, and lists ways to support their children’s writing at home and in the broader community.

Joan Talks About the Big 5 Alphabet Knowledge and Early Writing

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-jt-alphabet-knowledge-eng.pdf>

This ECLKC resource gives teachers suggestions for fostering early writing skills. Joan is a cartoon protagonist who illustrates how children’s background knowledge, book knowledge, print concepts, oral language, vocabulary, and phonological awareness intersect with their alphabet knowledge and early writing competences.

WEBINARS

A Framework for Understanding Early Writing Development

<https://eclkc.ohs.acf.hhs.gov/video/framework-understanding-early-writing-development>

This webinar from the ECLKC describes a framework for teachers to use to evaluate and understand young children’s writing. Listen as presenters discuss the importance of early writing, how it develops, and how teachers can help children take their writing to the next level.