

HEAD START PERFORMANCE STANDARDS SUPPORT EMERGENT WRITING!

PART 1302 - PROGRAM OPERATIONS

- Subpart C - Education and Child Development Program Services
 - 1302.30 Purpose
 - 1302.31 Teaching and the Learning Environment
 - 1302.35 Education in Home-Based Programs

All programs must provide high-quality early education and child development services to all children, including those with disabilities. These services promote children's cognitive, social, and emotional growth for later success in school. The teaching practices should support all developmental domains outlined in the ELOF, (such as language and literacy development), foster trust and security, and support children's development. Adults must intentionally create an environment that builds on children's individual development and learning patterns. Additionally, home-based programs must encourage parents as the child's first teacher and support them as they provide high-quality early writing experiences to help children learn.

1. Children's success in writing depends on the materials and tools that they have access to and their ability to exercise this growing skill. It also depends on their fine motor coordination and cognitive understanding. It is important to provide a high-quality, print-rich environment with a variety of options to explore writing to help children grow. Model writing, transcribe children's artwork, and encourage children to use invented spelling to foster emergent writing.
2. The Language and Literacy domain of the Early Learning Outcome Framework (ELOF) supports emergent writing. Children begin exploring writing by making marks on paper during the infant and toddler years. As they grow, they assign meaning to their attempts and eventually begin using invented spelling! These are ELOF goals across the developmental continuum for infants, toddlers, and preschoolers. Fine motor goals help children learn to hold and manipulate writing tools. Also, cognitive goals, such as the ability to use representation—one thing stands for another—connect to emergent writing.
3. You are supporting children's writing in much of what you do. This is not an additional curriculum piece you have to add to your planning and practices. Provide children with a print-rich environment, model writing, and encourage children to talk about the meaning of their writing or drawings.

