



INDIANA
DEPARTMENT *of*
EDUCATION

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EARLY LEARNING FRAMEWORKS

ENGLISH/LANGUAGE ARTS



Early Learning Frameworks: English/Language Arts

Standard 1: Communication Process (ELA 1.1)	
Learning Outcome	Early learners develop foundational skills to communicate effectively for a variety of purposes.
Standard	ELA 1.1 Demonstrate Receptive Communication
Description	Indicators
<p>Receptive language is the ability to understand the input of language, words, and gestures. The development of receptive language skills is foundational for literacy. Acquiring receptive language leads to the ability to:</p> <ul style="list-style-type: none"> Verbally and non-verbally respond to sounds, words, and gestures; Follow one and two step directions; Engage in conversation; Answer age-appropriate questions; Listen for understanding; Focus on and attend to discussion; Discover that speech has patterns; and Build vocabulary. 	<p>Refer to the following examples of competencies that indicate a child is progressing toward kindergarten readiness in this domain.</p> <ul style="list-style-type: none"> Infant: Respond to words or gestures Younger Toddler: Respond to simple statements, requests, and/or gestures Older Toddler: Respond to simple sentences, phrases, gestures and/or actions Younger Preschool: Respond to complex gestures and/or actions to communicate (e.g., comforting others who are crying) Older Preschool: Respond to complex gestures and/or actions to communicate (e.g., comforting others who are crying) <p>Review the complete list of indicators in the Indiana Early Learning Standards.</p>
Instructional Practices	Family Engagement
<p>A young child learns to communicate long before they speak. Creating an environment filled with rich language and vocabulary, as well as opportunities to hear language, gives the child the ability to listen and respond in various forms. Across all developmental stages, educators can:</p> <ul style="list-style-type: none"> Recognize that a child understands more language than they can express; Read a book many times; Talk and sing to children, using complex grammar and rich vocabulary when appropriate (e.g., introduce vocabulary as it relates to the environment, on walks, or field trips); 	<p>Encourage families to:</p> <ul style="list-style-type: none"> Model talking about their day and share their thoughts; Ask their child about their day (e.g., “Tell me about your drawing/picture/art from school today!”); Talk about their child’s daily schedule or routines; Make books a part of their daily routine (e.g., read a bedtime story together); and Talk frequently with their child starting at birth.

<ul style="list-style-type: none"> • Engage children in listening activities; • Pose questions to determine understanding; • Provide one-on-one, face-to-face verbal and non-verbal interactions to support engaging a child in communication; and • Offer opportunities to engage in two-way conversations with adults and peers. <p>Review age-specific practices in the Early Learning Standards English/Language Arts (ELA) Instructional Practices Guide.</p>	
<p style="text-align: center;">Looking Ahead to Kindergarten</p>	
<p>The ability to understand language is critical to engaging in conversation and deeper learning. Kindergarten students are often required to participate in whole class discussions and to request clarification when needed. Strong listening skills are needed to answer questions reflecting understanding of a text or topic, follow multi-step directions, and follow a conversation through multiple exchanges. Additionally, as students begin to learn to read, a larger vocabulary supports a child's ability to recognize printed words and comprehend the meaning of stories.</p>	<p>K.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p>K.CC.3 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>K.CC.5 Follow simple two- or three-step oral directions.</p>

<p style="text-align: center;">Standard 1: Communication Process (ELA 1.2)</p>	
<p>Learning Outcome</p>	<p>Early learners develop foundational skills to communicate effectively for a variety of purposes.</p>
<p>Standard</p>	<p>ELA 1.2 Demonstrate Expressive Communication</p>
<p>Description</p>	<p>Indicators</p>
<p>Expressive communication is the ability to put thoughts into words and sentences in a way that has meaning. Expressive communication refers to how one conveys a message to a communication partner by gesturing, speaking, writing, or signing. Expressive communication includes using body language or vocals and leads to the ability to:</p>	<p>Examples of competencies that indicate a child is progressing toward kindergarten readiness in this domain.</p> <ul style="list-style-type: none"> • Infant: Use simple vocalizations to communicate • Younger Toddler: Use single words or simple phrases

<ul style="list-style-type: none"> • Develop foundational skills for reading and writing; • Express individual needs, wants, and feelings; and • Collaborate with others. 	<ul style="list-style-type: none"> • Older Toddler: Use simple phrases or simple sentences • Younger Preschool: Use expanded sentences • Older Preschool: Use complex sentences <p>Review complete list of indicators in the Indiana Early Learning Standards.</p>
Instructional Practices	Family Engagement
<p>All young children begin expressing their needs at birth. Providing learning environments that promote a safe and engaging way for children to express themselves is essential. Across all developmental stages, educators can:</p> <ul style="list-style-type: none"> • Model appropriate verbal and non-verbal communications to expand on a child's thoughts, interests, and vocabulary. • Support two-way communications with children by talking and sharing life experiences and individual interests. • Encourage and allow children to elaborate on stories and conversations that prompt use of vocabulary by asking questions that require a full answer, and not a simple yes or no. <p>Review age-specific practices in the Early Learning Standards ELA Instructional Practices Guide</p>	<p>Encourage families to:</p> <ul style="list-style-type: none"> • Use descriptive language (e.g., instead of <i>big</i>, use the word <i>gigantic</i>); • Demonstrate sentence structure and conversational cues by using simple language and complete sentences when talking to their child; • Model communication skills while playing (e.g., talk/ask questions about what their dolls are doing); • Repeat incorrect phrases correctly (e.g., a child says, "We goed to the store today!" and the parent responds, "Yes! We went to the store today."); and • Ask their child to predict what will happen next when reading.
Looking Ahead to Kindergarten	
<p>Expressive communication develops the skill to complete thoughts and ideas on a related topic while continuously building vocabulary. Kindergarten students participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. Students will be most successful when they are able to effectively communicate their own needs to their educator as well as their classmates. It is essential that children begin kindergarten able to take advantage of the materials, activities, and interactions in the environment that nourish literacy.</p>	<p>K.RC.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.</p> <p>K.RC.5 With support, retell the main idea and key details of a text.</p> <p>K.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p>K.CC.4 Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to</p>

	describe familiar people, places, things, and events and, with support, provide additional details.
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Standard 1: Communication Process (ELA 1.3)

Learning Outcome

Early learners develop foundational skills to communicate effectively for a variety of purposes.

Standard

ELA 1.3 Demonstrate Ability to Engage in Conversations

Description

Conversations are back and forth verbal exchanges between at least two people where one person starts speaking while the other person is actively listening and then responds to the first person. Two-way conversations are how children communicate their needs, wants, emotions, and interests. Respectful two-way communications are how children and educators build a mutually-trusting relationship.

Indicators

Examples of competencies that indicate a child is progressing toward kindergarten readiness in this domain.

- **Infant:** Jointly attend to an object, event, or person with an adult
- **Younger Toddler:** Demonstrate intent of communicating with others
- **Older Toddler:** Take turns in a conversation
- **Younger Preschool:** Stay on topic in two-way conversation with others
- **Older Preschool:** Stay on topic in two-way conversation that involves multiple turns

Review complete list of indicators in the [Indiana Early Learning Standards](#).

Instructional Practices

Engaging young children in meaningful conversations begins at birth. Frequent and meaningful conversations impact the development of all learning areas including cognitive, social, and linguistic.

Across all developmental stages, educators can:

- Frequently label and point out objects, building on children's interests to introduce new vocabulary;
- Demonstrate active listening skills by making eye contact and being on the child's level;
- Frequently describe what is happening around them including routines, sounds, objects, and other people;

Family Engagement

Encourage families to:

- Have frequent conversations with their child and use rich vocabulary while making eye contact and listening actively;
- Ask their child questions that require more than a yes/no response;
- Consider using informal times to talk to their child (i.e., meal times, driving in the car);
- Problem solve with their child (e.g., "What do you think we should do about ...?"); and
- Use their child's stuffed animals or sock puppets to demonstrate conversations.

<ul style="list-style-type: none"> • Give children time to express their thoughts, ideas, and interests; • Ask open-ended questions (i.e., questions requiring more than a yes/no answer) and provide time for children to respond before asking additional questions; • Consistently respond to and repeat children's responses and extend their statements including additional or more complex vocabulary; and • Attend to children's needs and non-verbal cues to model the back and forth flow of conversations, while building children's trust to engage in conversations. <p>Review age-specific practices in the Early Learning Standards ELA Instructional Practices Guide.</p>	
<p style="text-align: center;">Looking Ahead to Kindergarten</p>	
<p>Engaging in conversation supports children's development in all areas of learning. Strong foundations in the art of conversations will prepare children to be inquisitive and ask questions as well as understand the importance of listening attentively to conversation to detect the meaning and purpose. This process builds stronger vocabulary and cognitive skills for children to think about what they hear and process their response. Conversations can also help children develop the important skill of self-regulation (i.e., when is it their turn to talk, and when is it their turn to listen). Finally, children are able to attempt to solve problems with other children independently through conversation.</p>	<p>K.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p>K.CC.2 Ask questions to seek help, obtain information, or clarify something that is not understood.</p> <p>K.CC.3 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>

Standard 1 Instructional Resources:

IDOE Resources:

- [Early Learning Standards ELA Instructional Practices Guide](#)
- [Early Literacy Skills Continuum](#)
- [Early Literacy Instruction Strategies](#)
- [Sample Lesson Planning Tool](#)
- [Lesson Planning Tool Template](#)
- [Early Learning Standards Glossary of Terms](#)

Additional Resources:

- [Early Childhood Learning and Knowledge Center \(ECLKC\) - Attention and Understanding](#)

- [ECLKC - Vocabulary](#)
- [Indiana Learning Lab - Supporting Preschoolers Vocabulary Development through Play](#)
- [Indiana Learning Lab - Clever Communicators: Key Practices for Supporting Young Children's Language and Knowledge Development](#)

Standard 1 Exceptional Learners:

- [Supporting Exceptional Learners](#)

Standard 1 Multilingual Learners:

- [ECLKC - Supporting English Language Development When Children Have Little Experience with English](#)
- [ECLKC - Language Modeling with Dual Language Learning Infants](#),
- [ECLKC - Language Modeling with Dual Language Learning Toddlers](#)
- [Supporting Multilingual Learners](#)

Standard 1 Assessment Considerations:

- [ISPROUT and Early Learning Standards Alignment](#)
- [National Association for the Education of Young Children \(NAEYC\) - Developmentally Appropriate Practice \(DAP\): Observing, Documenting, and Assessing Children's Development and Learning](#)
- [NAEYC - Quick and Easy Notes: Practical Strategies for Busy Teachers](#)
- [ECLKC - When Health Affects Assessment](#)

Standard 2: Early Reading (ELA 2.1)	
Learning Outcome	Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.
Standard	ELA 2.1 Demonstrate Awareness of the Alphabet
Description	Indicators
<p>Awareness of the alphabet is the ability to understand that the alphabet is made up of different letters and to distinguish those letters from numbers or other symbols. The development of awareness of the alphabet leads to:</p> <ul style="list-style-type: none"> • Foundational skills for reading and writing; and • Foundational skills for phonological awareness. 	<p>Examples of competencies that indicate a child is progressing toward kindergarten readiness in this domain.</p> <ul style="list-style-type: none"> • Older Toddler: Begin to recognize <i>some</i> frequently occurring letters in meaningful context • Younger Preschool: Recognize and identify <i>some</i> uppercase and a <i>few</i> lowercase letters

	<p>in a meaningful context (e.g., the first letter in their name)</p> <ul style="list-style-type: none"> ● Older Preschool: Recognize and identify <i>most</i> uppercase and <i>some</i> lowercase letters <p>Review complete list of indicators in the Indiana Early Learning Standards.</p>
Instructional Practices	Family Engagement
<p>Educators are encouraged to introduce the alphabet in meaningful ways as it relates to children's everyday experiences within the environment. Across all developmental stages, educators can:</p> <ul style="list-style-type: none"> ● Create an environment filled with print materials to increase their skills for alphabet awareness; ● Use materials across all interest areas that are geared toward letters (e.g., using magnetic letters, letters in the sensory table, sandpaper letters to trace in the art area, and letters on blocks in the block area); ● Add print to the environment to encourage children to find letters that they can recognize; ● Provide daily opportunities for children to interact with various books, magazines, menus, and charts to become aware of the different letters that make up the alphabet; and ● Encourage children to manipulate letters and become familiar with them. <p>Review age-specific practices in the Early Learning Standards ELA Instructional Practices Guide.</p>	<p>Encourage families to:</p> <ul style="list-style-type: none"> ● Create their own simple literacy corner/area at home with books, pencils, and paper: ● Make letters at home out of playdough, string, or sticks: ● Point out print to their children during their regular routines (e.g., “Can you find a sign with the first letter in your name?”) or go on a letter hunt with their child; and ● Talk about the alphabet (e.g., “I am using the letters of the alphabet to write this letter”).
Looking Ahead to Kindergarten	

<p>Alphabetic awareness is vital when looking ahead to kindergarten. If a child already has a strong grasp of the makeup of uppercase and lowercase letters, then they will be successful in starting to read early in kindergarten. Having this awareness of the alphabet allows a child to begin making word families and may also allow them to start writing their thoughts during writing time in kindergarten. Kindergartners will also need to differentiate letters from numerals, understanding that the purpose of letters is quite different than the purpose of numerals. Additionally, a child with alphabetic awareness will have an easier time learning about letter sounds and word spellings as they begin to develop other early reading skills.</p>	<p>K.RF.3 Identify and name all uppercase (capital) and lowercase letters of the alphabet.</p>
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Standard 2: Early Reading (ELA 2.2)	
Learning Outcome	Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.
Standard	ELA 2.2 Demonstrate Phonological Awareness
Description	Indicators
<p>Phonological awareness is a broad skill that includes the ability to hear, identify, and manipulate phonemes in spoken words. The most difficult of these and last to develop is called phonemic awareness. This skill lets children focus on individual sounds (phonemes) within a word. It allows children to separate a word into the sounds that make it up, as well as blend single sounds into words. This skill also incorporates the ability to add, remove, or substitute new sounds in words. Children who have demonstrated phonological awareness are able to identify and make oral rhymes, clap out the number of syllables in a word, and recognize initial sounds.</p>	<p>Examples of competencies that indicate a child is progressing toward kindergarten readiness in this domain.</p> <ul style="list-style-type: none"> • Infant: Orient to sounds in the environment • Younger Toddler: Begin to engage in word and sound play with adults • Older Toddler: Begin to engage in word and sound play with adults • Younger Preschool: Demonstrate basic knowledge of letter-sound correspondence • Older Preschool: Demonstrate basic knowledge of letter-sound correspondence <p>Review complete list of indicators in the Indiana Early Learning Standards.</p>
Instructional Practices	Family Engagement

Children need opportunities to develop phonological awareness in many ways in order to be successful readers. Phonological awareness skills can be developed through a number of activities. Across all developmental stages, educators can:

- Break words down into syllables (e.g., “ba-by”);
- Be aware of onset and rimes (e.g., “Dog starts with d. What other words start that sound duh-duh? Do any of our friends’ names start with that sound?”, Spoken rhyme recognition - “Do these words rhyme: dish – fish?” , “Which word does not rhyme: dish – dog -- fish?” , “What is a word that rhymes with *dish*?”
- Segment and blend sounds (e.g., “Sky: /s/ /k/ /y/” or Replace/sk/ with /b/ to create the word “by”);
- Use alliteration (e.g., ball, boy, bat, by, baby) to help children identify the onset or beginning sounds of words; and
- Focus on beginning sounds “What is the beginning sound you hear in pencil?” “/p/”.

Review age-specific practices in the [Early Learning Standards ELA Instructional Practices Guide](#).

Encourage families to:

- Read books that are rich in rhyming words;
- Play a rhyming game (e.g., “What words sound alike ... cat, bat or cat, pop?”);
- Clap out syllables of their child’s name (Han-nah = clap, clap) as well as other familiar names and objects;
- Use “robot talk” for blending syllables, say, “Ap - ple” with pauses at each syllable, and ask the child what word was said in robot talk; and
- Use “robot talk” for blending consonant-vowel-consonant (CVC) words. Say “/d/ - /o/ - /g/”. Ask the child what word they heard in robot talk.

Looking Ahead to Kindergarten

Phonological awareness is key when kindergarten students begin to read. The basic skills in reading include rhyming, segmenting, blending, and recognizing similarities and differences in onsets (initial sounds) and rimes (ending sounds). A strong sense of phonological awareness, particularly the ability to divide words into individual sounds and blend these sounds together, is a predictor of future reading ability. When beginning to read, kindergartners will be most successful when they are able to segment the number of phonemes they hear in words and combine these to identify unknown words.

K.RF.4 Identify and produce rhyming words.

K.RF.5 Orally pronounce, blend, and segment words into syllables.

K.RF.6 Identify and produce the beginning, middle(medial) and final sounds in three and four phoneme words.

Standard 2: Early Reading (ELA 2.3)

Learning Outcome	Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.		
Standard	ELA 2.3 Demonstrate Awareness and Understanding of Concepts of Print		
Description		Indicators	
<p>Concepts of print is the ability to demonstrate awareness and understanding of the function of print. The development of concepts of print leads to the ability to:</p> <ul style="list-style-type: none"> • Understand how print is read; • Demonstrate how print is read; and • Understand that print carries meaning. 		<p>Examples of competencies that indicate a child is progressing toward kindergarten readiness in this domain.</p> <ul style="list-style-type: none"> • Infant: Look at books while an adult holds and manipulates the book • Younger Toddler: Bring book to adult to read • Older Toddler: Recognize familiar books by cover • Younger Preschool: Begin to understand that books are comprised of written words • Older Preschool: Understand that print carries meaning <p>Review complete list of indicators in the Indiana Early Learning Standards.</p>	
Instructional Practices		Family Engagement	
<p>A young child shows interest in different types of print at a very young age. Creating an environment that is rich in print materials and providing endless opportunity will give the child the ability to engage and understand print concepts. Across all developmental stages, educators can:</p> <ul style="list-style-type: none"> • Label the environment in a variety of ways using pictures and words that are familiar to children (e.g., their names); • Rotate books in the environment; • Provide daily access to books for individual use; • Model how print is read; • Give ample opportunity for children to encounter different types of print; and • Provide opportunities for children to look at print independently, one-on-one, and in a whole group setting. <p>Review age-specific practices in the Early Learning</p>		<p>Encourage families to:</p> <ul style="list-style-type: none"> • Visit their public library as a family. • Talk to their child about what they are reading and why (e.g., "I am reading the directions on this box to know how to make this cake."). • Read to their children at home and ask their children questions while reading (e.g., "What do you think will happen?"). • Take advantage of neighborhood locations they frequent and point out words (e.g., "Here is the cheese we want. This is the word 'cheese' on the package."). • Consider using magnetic capital and lowercase letters on the fridge or a cookie sheet message board (e.g., their name, "I love you!" "See you later"). 	

[Standards ELA Instructional Practices Guide.](#)

Looking Ahead to Kindergarten

Strong readers understand and demonstrate that print is read from left to right and top to bottom. Students in kindergarten will be able to recognize that written words are made up of sequences of letters. Kindergartners will be able to recognize that words are combined to form sentences. They will be able to identify and name all capital and lowercase letters of the alphabet. Students will begin to read emergent reader texts.

K.RF.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.

K.RF.2 Recognize that written words are made up of sequences of letters.

K.RF.9 Orally read decodable texts with appropriate accuracy and automaticity.

Standard 2: Early Reading (ELA 2.4)

Learning Outcome

Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.

Standard

ELA 2.4 Demonstrate Comprehension

Description

The ability to **comprehend** text allows readers to absorb, analyze, and make sense of what they are reading. As the child grows, so does their language and vocabulary, and they can become more engaged in books through talking about illustrations, answering questions about the story, role playing their favorite book, and retelling their favorite story.

Indicators

Examples of competencies that indicate a child is progressing toward kindergarten readiness in this domain.

- **Infant:** Demonstrate interest in hearing a familiar story or book
- **Younger Toddler:** Show preference for familiar stories
- **Older Toddler:** Show preference for familiar stories and report phrases of the story
- **Younger Preschool:** Respond and interact with stories (fictional and nonfictional)
- **Older Preschool:** Respond and interact with stories (fictional and nonfictional)

Review complete list of indicators in the [Indiana Early Learning Standards](#).

Instructional Practices

Family Engagement

<p>Learning to read begins at birth. Sharing books with a child lays the foundation for a lifelong appreciation of reading through the understanding of text. Across all developmental stages, educators can:</p> <ul style="list-style-type: none"> • Create environments that promote reading; • Give children the opportunity to preview new vocabulary; • Retell stories with pictures and other manipulatives (e.g., puppets or flannel boards); • Provide picture summaries of events for children to verbalize; • Connect information from story to life experiences; • Engage children in conversation about books; and • Ask families to share culturally-diverse books or books in their native language with the program. <p>Review age-specific practices in the Early Learning Standards ELA Instructional Practices Guide.</p>	<p>Encourage families to:</p> <ul style="list-style-type: none"> • Read books selected by their child together and ask questions about what is happening in the book; • Ask their child to retell stories in their own words; • Provide a reading area for their child; • Listen to their child lead a picture walk of the book or make up a new ending; • Visit the public library for storytelling events; • Give books as gifts; • Create a book for or with their child and include familiar people and experiences; and • Share culturally-diverse books or books in their native language with their child's program.
<p>Looking Ahead to Kindergarten</p>	
<p>Comprehension is a key skill when kindergarten students learn to read. In kindergarten, students will need to be able to:</p> <ul style="list-style-type: none"> • Understand and respond to questions about a text; • Describe the plot; • Make predictions about what will happen next; • Make connections to their own experiences; • Develop an alternate ending; • Retell familiar stories; and • Construct their own stories. 	<p>K.RC.1 With support, ask and answer questions about main topics and key details in a text heard or read.</p> <p>K.RC.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.</p> <p>K.RC.5 With support, retell the main idea and key details of a text.</p> <p>K.CC.2 Ask questions to seek help, obtain information, or clarify something that is not understood.</p> <p>K.CC.3 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>

Standard 2 Instructional Resources:

IDOE Resources:

- [The Science of Reading](#)
- [Exploring the Science of Reading](#)

- [Early Learning Standards ELA Instructional Practices Guide](#)
- [Early Literacy Skills Continuum](#)
- [Early Literacy Instruction Strategies](#)
- [Everyday Steps to Reading and Writing](#)
- [Sample Lesson Planning Tool](#)
- [Lesson Planning Tool Template](#)
- [Early Learning Standards Glossary of Terms](#)

Additional Resources:

- [ECLKC - Comprehension and Text Structure: Head Start Effective Practice Guides](#)
- [Indiana Learning Lab - Support Young Readers Before they Decode](#)
- [Indiana Learning Lab - The Science of Reading and the Developing Brain Birth to Five: What We Know and What We Do](#)

Standard 2 Exceptional Learners:

- [Supporting Exceptional Learners](#)

Standard 2 Multilingual Learners:

- [Supporting Multilingual Learners](#)

Standard 2 Assessment Considerations:

- [ISPROUT and Early Learning Standards Alignment](#)
- [NAEYC - DAP: Observing, Documenting, and Assessing Children's Development and Learning](#)
- [NAEYC - Quick and Easy Notes: Practical Strategies for Busy Teachers](#)
- [ECLKC - When Health Affects Assessment](#)

Standard 3: Early Writing (ELA 3.1)	
Learning Outcome	Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes
Standard	ELA 3.1 Demonstrate Mechanics of Writing
Description	Indicators
Writing requires us to engage physically, cognitively, and emotionally to convey our thought process on paper. The beginning stages of emergent writing are the experiences that children have with many art materials. Children learn that the random marks on paper have meaning, and then they learn how to control and create symbols that have meaning.	<p>Examples of competencies that indicate a child is progressing toward kindergarten readiness in this domain.</p> <ul style="list-style-type: none"> • Infant- With adult support, use objects such as a crayon to make marks

<p>Children gain knowledge of and interest in writing as they are continually exposed to print and writing in their environment.</p>	<ul style="list-style-type: none"> ● Younger Toddler- Imitate drawing marks or scribbling ● Older Toddler: Make scribbles or shapes to convey meaning ● Younger Preschool: Recognize that drawings, paintings, and writings are meaningful representations ● Older Preschool: Create letter like shapes, symbols, letters, and words with modeling and support <p>Review complete list of indicators in the Indiana Early Learning Standards.</p>
Instructional Practices	Family Engagement
<p>Writing through the early years is a complex skill that children must have plenty of opportunity to explore. Educators facilitate writing experiences by creating environments that foster a child's independent ability to explore and write freely throughout the environment. Across all developmental stages, educators can:</p> <ul style="list-style-type: none"> ● Create environments that encourage writing; ● Provide a variety of materials for children to hold, grasp, pinch, and manipulate in order to develop fine motor skills; ● Model writing and talk with children about the meaning of their writing; ● Provide children with many opportunities to see their name in print; ● Create daily individual and group opportunities for children to participate in a variety of writing activities; ● Label and model writing; ● Label and write for children and dictate their work as children recite it; ● Encourage children to write as part of play experiences with writing tools available for children to explore in all areas of the environment; and ● Ensure that children's writing is valued and respected by adults. 	<p>Encourage families to:</p> <ul style="list-style-type: none"> ● Provide opportunities for their child to work with playdough, scribble, draw, and create; ● Provide various writing materials in the home (e.g., markers, pencils, crayons, or chalk); ● Take time to write a letter to someone or model journaling alongside their child using a variety of mediums; ● Work with their child to create books using stapled sheets of paper; ● Engage their child in making lists of tasks or items needed from the store; and ● Incorporate writing in pretend play (e.g., write out food order when playing restaurant or make a grocery list when playing grocery store).

Review age-specific practices in the [Early Learning Standards ELA Instructional Practices Guide](#).

Looking Ahead to Kindergarten

Kindergarten students learn that writing has meaning and then decipher that letters have sounds and make words including their name. They begin to link letters to other objects and feelings and go from labeling one word objects to simple sentences that have meaning. Kindergarten students will understand how to form most uppercase and lowercase letters as well as the proper spacing of the letters in words. The complexity of writing continues as they begin to focus on what they are writing as well as the audience and subject they are writing about.

K.W.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.

K.W.2. Write by moving from left to right and top to bottom.

K.W.8 Demonstrate command of capitalization, punctuation, and spelling focusing on:

- Capitalization: Capitalizing the first word in a sentence and the pronoun I.
- Punctuation: Recognizing and naming end punctuation.
- Encoding: Spelling simple words phonetically, drawing on phonemic awareness.

Standard 3: Early Writing (ELA 3.2)

Learning Outcome

Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes

Standard

ELA 3.2 Demonstrate Ability to Communicate a Story

Description

Communicating a story is the ability to respond to a story and verbalize understanding. This instills a love of language in children and motivates them to read. Communicating a story leads to the ability to:

- Demonstrate drawing and writing as a way to communicate stories;
- Engage in genuine and meaningful communication;
- Discuss topics that are of interest to them; and
- Hold conversations with adults and peers in both small and large groups.

Indicators

Examples of competencies that indicate a child is progressing toward kindergarten readiness in this domain.

- **Older Toddler:** Draw pictures and scribble to generate and express ideas
- **Younger Preschool:** Use pictures, letters, and symbols to communicate a story
- **Older Preschool:** Use letters, symbols, and words to share an idea with someone

	Review complete list of indicators in the Indiana Early Learning Standards .
Instructional Practices	Family Engagement
<p>A young child learns to communicate a story in many different ways. An infant can vocalize and communicate gestures in response to a story. Older children can engage in genuine conversations about reading. Across all developmental stages, educators can:</p> <ul style="list-style-type: none"> • Design environments to encourage child’s natural development of communication skills; • Frequently engage child in books; • Provide opportunities for child to use pictures, letters, and symbols to share ideas; • Frequently engage the child in conversation; • Respond to the child’s vocalization and communicative gestures; • Allow child to use letters, numbers, and symbols without the expectation of accuracy; • Display and point out environmental print all around child (signs, labels, logos); • Prompt child to talk about their writing (picture(s), scribbling, letter approximations, etc.) and take dictation; and • Observe child’s interest during play and prompt meaningful conversations around the topic. <p>Review age-specific practices in the Early Learning Standards ELA Instructional Practices Guide.</p>	<p>Encourage families to:</p> <ul style="list-style-type: none"> • Ask their child to tell them about their art, writing, etc.; • After reading a story, ask their child to tell or draw their favorite part of the story; • Make books with their child using various instruments (markers, crayons, pencils, etc). As they create, ask questions (e.g. “What is going to happen next?”); and • Ask their child to rewrite/retell the ending of one of their favorite stories.
Looking Ahead to Kindergarten	
<p>Kindergarten students use words and pictures to develop a main idea and provide some information about a topic. A simple idea of writing about their family’s day at the park is the beginning of a story. Storytelling also improves listening skills, which can be critical to success in kindergarten. The pure pleasure children experience while listening to stories helps them to associate listening with enjoyment.</p>	<p>K.W.3. Use words and pictures to develop a main idea and provide some information about a topic.</p> <p>K.W.4 Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order.</p> <p>K.W.5 With support, apply the writing process to:</p> <ol style="list-style-type: none"> a. Plan by generating ideas for writing through oral discussions and drawings.

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| | <ul style="list-style-type: none">b. Develop drafts in pictorial or written form by organizing ideas.c. Revise writing by adding details in pictures or words.d. Use available technology to produce and publish writing. |
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Standard 3 Instructional Resources:

IDOE Resources:

- [Early Learning Standards ELA Instructional Practices Guide](#)
- [Early Literacy Skills Continuum](#)
- [Early Literacy Instruction Strategies](#)
- [Everyday Steps to Reading and Writing](#)
- [Sample Lesson Planning Tool](#)
- [Lesson Planning Tool Template](#)
- [Early Learning Standards Glossary of Terms](#)

Additional Resources:

- [NAEYC - Promoting Preschoolers' Emergent Writing](#)
- [OT Outside - Progression of Writing Skills](#)
- [Blackburn Cramp Developmental Writing Scale](#)
- [ECLKC - Writing: Head Start Effective Practice Guides](#)

Standard 3 Exceptional Learners:

- [Supporting Exceptional Learners](#)

Standard 3 Multilingual Learners:

- [Supporting Multilingual Learners](#)

Standard 3 Assessment Considerations:

- [ISPROUT and Early Learning Standards Alignment](#)
- [NAEYC - DAP: Observing, Documenting, and Assessing Children's Development and Learning](#)
- [NAEYC - Quick and Easy Notes: Practical Strategies for Busy Teachers](#)
- [ECLKC - When Health Affects Assessment](#)