Cursive Writing

Grade 6
Course Description

In grade 6, Cursive Writing will continue to be nurtured for our students throughout the district. Cursive Writing has been shown to be instrumental in developing motor skills, reinforcing learning, working with legal documents, and assisting students with dyslexia. Throughout the year students will learn the Zaner-Bloser Method of “Cursive Simple”. Cursive Simple is characterized by using slanted writing and continuous strokes. This type of cursive writing derived from Spencerian Script. This course will provide students instruction in cursive writing and its application when analyzing text.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Cursive Writing Application</th>
<th>8 weeks instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Review of Cursive Writing with Grip and Posture</td>
<td>1-week assessment</td>
</tr>
<tr>
<td></td>
<td>Literary Analysis Essay</td>
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<tr>
<td>Unit 2</td>
<td>Cursive Writing Application</td>
<td>8 weeks instruction</td>
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<td></td>
<td>Argument Essay</td>
<td>1-week assessment</td>
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<tr>
<td>Unit 3</td>
<td>Cursive Writing Application</td>
<td>8 weeks instruction</td>
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<td>Narrative Writing</td>
<td>1-week assessment</td>
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<tr>
<td>Unit 4</td>
<td>Cursive Writing Application</td>
<td>8 weeks instruction</td>
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<tr>
<td></td>
<td>Research/Information Writing</td>
<td>1-week assessment</td>
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It is recommended that cursive writing be embedded into the daily instruction in grade 6, with no more than 10 minutes for 2 days out of a 6-day cycle be allocated for explicit cursive instruction. Students should be encouraged to practice cursive writing skills daily through journal entries, class assignments, homework assignments, and when writing essays or response to text.
### Effective Pedagogical Routines/Instructional Strategies

<table>
<thead>
<tr>
<th>Pencil/Pen Grip</th>
<th>Posture Writing/Paper Positioning</th>
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</thead>
<tbody>
<tr>
<td>The Dynamic Tripod Grip</td>
<td>Sitting Posture such as:</td>
</tr>
<tr>
<td>The Dynamic Quadrupod</td>
<td>Feet: Flat</td>
</tr>
<tr>
<td>The Lateral Tripod</td>
<td>Knees: 90 Degree</td>
</tr>
<tr>
<td>The Lateral Quadrupod</td>
<td>Back: Up straight, body slightly forward</td>
</tr>
<tr>
<td></td>
<td>Forearms: On the desk</td>
</tr>
<tr>
<td></td>
<td>Elbows: 90 Degree</td>
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<tr>
<td></td>
<td>Non-Dominant Hand: Anchoring paper</td>
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<tr>
<td></td>
<td>Shoulders and Neck: Relaxed</td>
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## Educational Technology Standards

<table>
<thead>
<tr>
<th>Standards</th>
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<tr>
<td>8.1.8.A.2, 8.1.8.B.1, 8.1.8.F.1</td>
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</tbody>
</table>

### A. Technology Operations and Concepts: 
*Students demonstrate a sound understanding of technology concepts, systems, and operations.*

- Create a document (e.g. newsletter, reports, personalized learning plan, business letters, or flyers) using one or more digital applications to be critiqued by professionals for usability.
  - **Example:** After writing the first draft of a 6th grade newsletter in script, students will type a final draft on a word document or google doc.

### B. Creativity and Innovation: 
*Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

- Synthesize and publish information about a local or global issue or event.
  - **Example:** After writing a draft in cursive, students will collaborate to produce a digital story about an issue facing students in their school.

### F. Critical Thinking, Problem Solving and Decision Making: 
*Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

- Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
  - **Example:** Students will transfer their findings written in cursive about their own science projects into typed texts.
Career Ready Practices

Standards
CRP 2, CRP4, CRP10

- **CRP2. Apply appropriate academic and technical skills.**
  Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
  **Example:** Students will determine which method of communicating their ideas (written or verbal) is more appropriate for a given academic situation and employ that strategy.

- **CRP4. Communicate clearly and effectively and with reason.**
  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
  **Example:** In print, students will communicate their ideas in original written work.

- **CRP10. Plan education and career paths aligned to personal goals.**
  Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
  **Example:** Students will develop a goal based on their learning of handwriting/cursive and meet with the teacher quarterly to monitor and refine this goal.

## WIDA Proficiency Levels:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>6- Reaching</strong></td>
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</table>
- Specialized or technical language reflective of the content areas at grade level  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
- Oral or written communication in English comparable to proficient English peers |
| **5- Bridging** |  
- Specialized or technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
- Oral or written language approaching comparability to that of proficient English peers when presented with grade level material. |
| **4- Expanding** |  
- Specific and some technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
- Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support |
| **3- Developing** |  
- General and some specific language of the content areas  
- Expanded sentences in oral interaction or written paragraphs  
- Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| **2- Beginning** |  
- General language related to the content area  
- Phrases or short sentences  
- Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support |
| **1- Entering** |  
- Pictorial or graphic representation of the language of the content areas  
- Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support |
## Language Development Supports For English Language Learners

### To Increase Comprehension and Communication Skills

#### Environment
- Welcoming and stress-free
- Respectful of linguistic and cultural diversity
- Honors students’ background knowledge
- Sets clear and high expectations
- Includes routines and norms
- Is thinking-focused vs. answer-seeking
- Offers multiple modalities to engage in content learning and to demonstrate understanding
- Includes explicit instruction of specific language targets
- Provides participation techniques to include all learners
- Integrates learning centers and games in a meaningful way
- Provides opportunities to practice and refine receptive and productive skills in English as a new language
- Integrates meaning and purposeful tasks/activities that:
  - Are accessible by all students through multiple entry points
  - Are relevant to students’ lives and cultural experiences
  - Build on prior mathematical learning
  - Demonstrate high cognitive demand
  - Offer multiple strategies for solutions
  - Allow for a language learning experience in addition to content

#### Sensory Supports*
- Real-life objects (realia) or concrete objects
- Physical models
- Manipulatives
- Pictures & photographs
- Visual representations or models such as diagrams or drawings
- Videos & films
- Newspapers or magazines
- Gestures
- Physical movements
- Music & songs

#### Graphic Supports*
- Graphs
- Charts
- Timelines
- Number lines
- Graphic organizers
- Graphing paper

#### Interactive Supports*
- In a whole group
- In a small group
- With a partner such as Turn-and-Talk
- In pairs as a group (first, two pairs work independently, then they form a group of four)
- In triads
- Cooperative learning structures such as Think-Pair-Share
- Interactive websites or software
- With a mentor or coach

#### Verbal and Textual Supports
- Labeling
- Students’ native language
- Modeling
- Repetitions
- Paraphrasing
- Summarizing
- Guiding questions
- Clarifying questions
- Probing questions
- Leveled questions such as What? When? Where? How? Why?
- Questioning prompts & cues
- Word Banks
- Sentence starters
- Sentence frames
- Discussion frames
- Talk moves, including Wait Time

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BUILDING EQUITY IN YOUR TEACHING PRACTICE

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

**CONTENT INTEGRATION**
Teachers use examples and content from a variety of cultures & groups.

- This unit/lesson is connected to other topics explored with students.
- There are multiple viewpoints reflected in the content of this unit/lesson.
- The materials and resources are reflective of the diverse identities and experiences of students.
- The content affirms students, as well as exposes them to experiences other than their own.

**KNOWLEDGE CONSTRUCTION**
Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.

- This unit/lesson provides context to the history of privilege and oppression.
- This unit/lesson addresses power relationships.
- This unit/lesson helps students to develop research and critical thinking skills.
- This curriculum creates windows and mirrors* for students.

**PREJUDICE REDUCTION**
Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.

- This unit/lesson helps students question and unpack biases & stereotypes.
- This unit/lesson helps students examine, research, and question information and sources.
- The curriculum encourages discussion and understanding about the groups of people being represented.
- This unit/lesson challenges dominant perspectives.

**EQUITABLE PEDAGOGY**
The instruction has been modified to meet the needs of each student.

- Students feel respected and their cultural identities are valued.
- Additional supports have been provided for students to become successful and independent learners.
- Opportunities are provided for students to reflect on their learning and provide feedback.

**EMPOWERING SCHOOL CULTURE**
Using the other four dimensions to create a safe and healthy educational environment for all.

- There are opportunities for students to connect with the community.
- My classroom is welcoming and supportive for all students?
- I am aware of and sensitive to the needs of my students and their families.
- There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.

Culturally Relevant Pedagogy Examples

- **Relationships:**
  - Learn about your students’ individual cultures.
  - Adapt your teaching to the way your students learn.
  - Develop a connection with challenging students.

- **Curriculum:**
  - Incorporate student-centered stories and examples.
  - Incorporate relatable aspects of students’ lives.
  - Incorporate instructional materials that relate to a variety of cultures.

- **Instructional Delivery:**
  - Establish an interactive dialogue to engage all students.
  - Continuously interact with students and provide frequent feedback.
  - Use frequent questioning as a means to keep students involved.
  - Intentionally address visual, tactile, and auditory learners.
At the given level of English language proficiency, English language learners will process, understand, produce or use:

## Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
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<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
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<td>Color code materials</td>
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</tbody>
</table>
### Differentiated Instruction

#### Accommodate Based on Students’ Individual Needs:

- Wider lined paper
- Choice of writing utensils
- Choice white board vs paper
- Tiered Instruction
- Small group instruction
- Sentence starters/frames
- Writing scaffolds
- Tiered learning centers
- Handwriting paper
- Tracing tools
- Letter Tracing in the Air
Interdisciplinary Connections

**Social Studies:** NJSLS: 6.1.8.A.1.a, 6.1.8.B.1.b, 6.1.8.C.1.a
- Unit 1: Students will write a comparative paragraph explaining the similarities and differences between artifacts and fossils.
- Unit 2: Students will write a haiku about ancient Mesopotamia.
- Unit 3: Students will write a 5-8 sentence story in hieroglyphics.
- Unit 4: Students will be assigned to research a Greek god and write an explanatory essay describing who the god was and why he or she was important.

**English Language Arts:** NJSLS: W.6.2A,B,C,D,E,F W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.10
- Unit 1: Students will analyze two IFL texts from the IFL unit “How the Brain Remembers” and complete a literary analysis task.
- Unit 2: Students will write an essay arguing in favor of or against requiring teens to get a minimum of 8 hours of sleep using evidence from the IFL unit “Points of View on Sleep”.
- Unit 3: Students will rewrite the ending of “What do Fish Have to Do with Anything?”
- Unit 4: Students will research the topics that come up in *Before We Were Free* and write explanations. Examples of these topics may include Trujillo, Chubby Checker, Howdy Doody, patent leather shoes.
Enrichment

Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

- Prepare a writing piece in advanced cursive writing
- Instruct students on the different types of print or cursive
- Complete assessments in cursive
- Assist the teacher in the modeling of block and cursive writing.
- Inquiry based assignments featuring different types of writing
- Independent student options
- Reading in script and different types of print
- Purposeful Learning Center
- Open-ended activities and projects
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- Using supplementary materials in addition to the normal range of resources.
Suggested Formative/Summative Classroom Assessments

- Quizzes
- Journals
- Cursive Task
- Quick writes
- Portfolio
- Exit Slips
- Graphic Organizers
- Homework
- Anecdotal Notes
- Student Conferencing
Please Note: When conducting handwriting instruction teachers should model the letter creation, followed by student describing the process of forming the letter.

<table>
<thead>
<tr>
<th>Student Learning Objective</th>
<th>Essential Question</th>
<th>Activities and Task</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Review types of grips used and identify proper posture when engaged in the writing process. | • Why is it important to have proper grip and posture when handwriting?  
• Why is a precise approach to cursive important in communication?  
• What are some common inaccuracies when writing in cursive?  
• How does cursive writing improve your essay outline?  
• How do you identify the claims you will use in your essay to support your analysis?  
• Do you prefer to write in print or cursive when creating a rough draft? | Review cursive writing by doing the following:  
• Write all lower case and upper case letters from memory in cursive  
• Keep a journal using print and follow proper form  
• Reader’s Response Notebook  
• Quick Writes  
• Interactive Writing  
Use cursive writing to complete the following reading analysis and writing task:  
• Reading Paired Texts for LAT  
• Creating an Outline for LAT  
• The Introductory Paragraph for LAT  
• First Body Paragraph for LAT  
• The Second Body Paragraph for LAT  
• Concluding Paragraph for LAT | • [http://www.kidzone.ws/cursive/](http://www.kidzone.ws/cursive/)  
• [http://www.artofmanliness.com/2014/12/16/improve-your-cursive-handwriting/](http://www.artofmanliness.com/2014/12/16/improve-your-cursive-handwriting/)  
• [http://www.k12reader.com/handwriting/cursive_practice_a_z.pdf](http://www.k12reader.com/handwriting/cursive_practice_a_z.pdf)  
| Develop letters A-Z upper case and lower-case letters in cursive. | | | |
| Evaluate text in preparation for a literary analysis essay. | | | |
| Examine the use of script writing when completing quick writes and note-taking in preparation for a writing piece. | | | |
| Determine the impact cursive writing has on your essay. | | | |
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| Evaluate IFL text in to prepare for and take notes to write a narrative. | • How does cursive writing improve your essay outline?  
• How do you develop a plot line in your story?  
• How do you develop dialogue in your story to develop your plot?  
• How do you develop characters in your story?  
• Do you prefer to write in print or cursive when creating a rough draft? | Use cursive writing to complete the following reading analysis and writing task:  
• Reading and analyzing IFL text for narrative  
• Creating an outline for writing a story  
• Developing characters in the story  
• Writing dialogue in a story  
• Developing a plot in a narrative  
• Quick Writes  
• Interactive Writing | • [http://www.kidzone.ws/cursive/](http://www.kidzone.ws/cursive/)  
• [http://www.artofmanliness.com/2014/12/16/improve-your-cursive-handwriting/](http://www.artofmanliness.com/2014/12/16/improve-your-cursive-handwriting/)  
• [http://www.k12reader.com/handwriting/cursive_practice_a_z.pdf](http://www.k12reader.com/handwriting/cursive_practice_a_z.pdf)  
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<th>Activities and Task</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using cursive writing</td>
<td>• Are you writing to prove something?</td>
<td>• Writing claims in cursive using researched based articles</td>
<td>• <a href="http://www.kidzone.ws/cursive/">http://www.kidzone.ws/cursive/</a></td>
</tr>
<tr>
<td></td>
<td>• How will cursive writing enhance the reader’s experience?</td>
<td>• Note take in cursive in preparation for your writing</td>
<td>• <a href="http://www.artofmanliness.com/2014/12/16/improve-your-cursive-handwriting/">http://www.artofmanliness.com/2014/12/16/improve-your-cursive-handwriting/</a></td>
</tr>
<tr>
<td></td>
<td>• How will you organize your writing?</td>
<td>• Use of graphic organizers in cursive to complete your writing</td>
<td>• <a href="https://www.peterson-handwriting.com/Publications/PDF_versions/ReviewAdvancedLessons.pdf">https://www.peterson-handwriting.com/Publications/PDF_versions/ReviewAdvancedLessons.pdf</a></td>
</tr>
<tr>
<td></td>
<td>• Is there a graphic organizer that can assist you in your writing?</td>
<td>• Reader’s Response Notebook</td>
<td>• <a href="http://writeanalog.com/learning-cursive-handwriting/">http://writeanalog.com/learning-cursive-handwriting/</a></td>
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<tr>
<td></td>
<td>• Is there information you need to include?</td>
<td>• Journals</td>
<td>• <a href="http://www.k12reader.com/handwriting/cursive_practice_a_z.pdf">http://www.k12reader.com/handwriting/cursive_practice_a_z.pdf</a></td>
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<td>Know how to write in</td>
<td></td>
<td>• Blogging</td>
<td>• <a href="http://www.tvdsb.ca/webpages/craigg/language.cfm?subpage=157023">http://www.tvdsb.ca/webpages/craigg/language.cfm?subpage=157023</a></td>
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<tr>
<td>cursive to produce a</td>
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<td>• Quick Writes</td>
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<td>logical, sequential</td>
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<td>• Interactive Writing</td>
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<td>manner using proper</td>
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<td>writing conventions.</td>
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<td>Develop claims that are</td>
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<td>supported by textual</td>
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<td>evidence.</td>
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Culminating Assignment

Note: This culminating assignment should be completed in conjunction with both the English Language Arts and Social Studies teachers. Social Studies teachers should score the content of what is written, with the English Language Arts teacher scoring the development of ideas and mechanics.

Students will continue to develop research skills by focusing on Greek Mythology. Teachers will assign a Greek god to each student and ask that they conduct a research project. The following questions should be answered:

- Who is your assigned Greek god?
- What made he/she significant in Greek mythology?
- Is this Greek god important to Greek culture currently? Why or Why not?

The goal of this project is to use content skills learned in Social Studies combined with research and writing skills learning in English Language Arts. This project should be completed in essay format and should include a visual format for presentation purposes. (Ex: poster, PowerPoint, google slides) The essay that is submitted should be at 4 paragraphs including an introduction, two body paragraphs, and a conclusion. Graphic organizers for the essay will be provided and should be completed in cursive writing.