Handwriting

Kindergarten
Course Description

In Kindergarten, students will receive handwriting instruction throughout the district. Handwriting is a necessary skill that is used in all content areas when taking notes, completing assessments, classwork and homework. In addition, the development of handwriting skills in the early grades has been linked to reading and spelling achievement, as well as a motivational tool for writing. Students will be instructed on pre-strokes, strokes, lines, down curve and up curve. The skills taught will prepare students for direct instruction on handwriting through modeling and arrows for letter formation.
# Pacing Chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Time</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Posture, Grip, Pre Strokes,</td>
<td>9 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>Letter formation (Upper Case Letters/Lower Case Letters from A-I)</td>
<td>9 Weeks</td>
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<tr>
<td>Unit 3</td>
<td>Letter formation and Application (Upper Case Letters/Lower Case Letters from J-R)</td>
<td>9 Weeks</td>
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<tr>
<td>Unit 4</td>
<td>Letter formation and Application (Upper Case Letters/Lower Case Letters from S-Z)</td>
<td>9 Weeks</td>
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It is recommended that 10 minutes for 4 days out of a 6 day cycle be allocated for handwriting instruction in grades K-3.
<table>
<thead>
<tr>
<th>Effective Pedagogical Routines/Instructional Strategies</th>
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<tbody>
<tr>
<td>Pencil/Pen Grip</td>
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<tr>
<td>The Dynamic Tripod Grip</td>
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B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

- Illustrate and communicate original ideas and stories using multiple digital tools and resources.
  Example: Students will create a story in print and transfer that to a digital platform to share with their peers.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
  Example: Students will share their story that they created on a digital platform with students in other classes or schools.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- Develop an understanding of ownership of print and nonprint information.
  Example: Students can discuss how authors and photographers own their work as part of their own printed material.
**Career Ready Practices**

<table>
<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
<td>CRP 2, CRP4, CRP10</td>
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</table>

- **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: At the given level of English language proficiency, English language learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</table>
| 6- Reaching | - 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 reflective 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 reflective 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 reflective 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 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 |
# 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>
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<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
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<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>• Reading partners</td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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</tbody>
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## Assistive Technology

<table>
<thead>
<tr>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
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</thead>
<tbody>
<tr>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Shortened tests</td>
<td>• Read directions aloud</td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td>• Read directions aloud</td>
<td>• Read directions aloud</td>
<td>• Color code materials</td>
</tr>
</tbody>
</table>

## Tests/Quizzes/Grading

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

## Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

## Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
# 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
- Pencil (barrel) size
- Use of handwriting paper
- Tracing templates
- Letter Tracing in the Air
### Interdisciplinary Connections

**Social Studies:** 6.1.4.A.14-15
- Students will create a friends and family book and use print to label their text.

**English Language Arts:** W.1-4
- Students will write original text in the form of narrative, informative text and opinion pieces to share their ideas with others.

**Math:** K.G.A.2
- Students can correctly name and label shapes in print.
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.

- Additional letters added to their letter set
- Begin cursive writing prior to the time period outlined in the curriculum
- Prepare a writing piece in 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
Assessments

_Suggested Formative/Summative Classroom Assessments_

- Handwriting Task
- 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, use arrows to identify the direction, describe your actions, followed by student describing the process of forming the letter. Horizontal Line, Curved Line, Circle, Slanted line, should be reviewed in alignment with SRA Imagine It! phonics instruction.

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<tr>
<th>Student Learning Objective</th>
<th>Essential Question</th>
<th>Activities and Task</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Analyze the type of grip used to assist in proper handwriting. The following techniques are most commonly used:</td>
<td>• How should we sit when we write?</td>
<td>• Create Long, Short Sticks, Humps, Bumps, Doughnuts, Horizontal, Diagonal lines and tails</td>
<td>• <a href="http://www.ot-mom-learning-activities.com/preschool-handwriting.html">http://www.ot-mom-learning-activities.com/preschool-handwriting.html</a></td>
</tr>
<tr>
<td>The Dynamic Tripod Grip</td>
<td>• Why is it important to have good posture when writing?</td>
<td>• Use Play to improve fine motor skills</td>
<td>• <a href="http://nellieedge.com/kindergarten-friendly-handwriting/">http://nellieedge.com/kindergarten-friendly-handwriting/</a></td>
</tr>
<tr>
<td>The Dynamic Quadrupod</td>
<td>• How should we grip our pencil, crayon, or marker in a specific way?</td>
<td>• Use Manipulatives</td>
<td>• <a href="http://www.skillsforaction.com/handwriting/stroke-based-approach">http://www.skillsforaction.com/handwriting/stroke-based-approach</a></td>
</tr>
<tr>
<td>The Lateral Tripod</td>
<td>• Why do we practice drawing lines and slanted lines and circles before we write letters?</td>
<td>• Tracing Worksheets</td>
<td>• <a href="http://www.pre-kpages.com/handwriting/">http://www.pre-kpages.com/handwriting/</a></td>
</tr>
<tr>
<td>The Lateral Quadrupod</td>
<td>• How can we create letters in the air?</td>
<td>• Air Drawing</td>
<td>• [<a href="https://www">https://www</a> lwtears.com/sites/default/lpform/lpstuff/TopTenQuestionsHandout_20161006.pdf](<a href="https://www">https://www</a> lwtears.com/sites/default/lpform/lpstuff/TopTenQuestionsHandout_20161006.pdf)</td>
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<tr>
<td>Determine the development of motor skills in the pre-writing process. Identify proper posture when engaged in the writing process.</td>
<td>• Where do you begin to form letters?</td>
<td>• Draw Shapes</td>
<td>• <a href="http://www.pre-kpages.com/handwriting/">http://www.pre-kpages.com/handwriting/</a></td>
</tr>
<tr>
<td>Develop skills of writing by using slants and drawings.</td>
<td></td>
<td>• Aim and Scribble</td>
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</table>

Activities and Task:

- Create Long, Short Sticks, Humps, Bumps, Doughnuts, Horizontal, Diagonal lines and tails
- Use Play to improve fine motor skills
- Use Manipulatives
- Tracing Worksheets
- Air Drawing
- Draw Shapes
- Aim and Scribble
- Drawings for the purpose of letter creation (ie. rainbow for the onset of a letter)
- Draw pictures and label them in lines using proper techniques
- Write High Frequency Words
- Proper Letter size and spacing activity
- Draw pictures that align with the type of skill used to print letters
- Draw letters in the air
- Draw and label animals
- Playdough Activity
- Scissor Cutting Activities
- White Boards
- Create Long, Short Sticks, Humps, Bumps, Doughnuts, Horizontal, Diagonal lines and tails
| Demonstrate the kinesthetic ability to form letters. |   |   |
Please Note: When conducting handwriting instruction teachers should model the letter creation, use arrows to identify the direction, describe your actions, followed by student describing the process of forming the letter. Horizontal Line, Curved Line, Circle, Slanted line, should be reviewed in alignment with SRA Imagine It! phonics instruction.

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<tr>
<td></td>
<td>Why is important to learn have proper handwriting?</td>
<td>Print lower case and upper case letters from memory (A-I)</td>
<td><a href="http://www.educationworld.com/a_curr/profdev/profdev110.shtml">http://www.educationworld.com/a_curr/profdev/profdev110.shtml</a></td>
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<tr>
<td></td>
<td>What are some of the common errors with handwriting in letters A-I?</td>
<td>Tracing Worksheets</td>
<td><a href="https://www.theguardian.com/teacher-network/2016/mar/07/how-to-teach-handwriting">https://www.theguardian.com/teacher-network/2016/mar/07/how-to-teach-handwriting</a></td>
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<td></td>
<td>How are shapes and lines, slants and circles related to lines?</td>
<td>Draw pictures and label them in lines using proper techniques</td>
<td><a href="https://www.edhelper.com/handwriting.htm">https://www.edhelper.com/handwriting.htm</a></td>
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<td></td>
<td>How much space should be between letters and words?</td>
<td>Write High Frequency Words</td>
<td><a href="http://www.k12reader.com/worksheets/handwriting/lowercase-print-letter-a-z.pdf">http://www.k12reader.com/worksheets/handwriting/lowercase-print-letter-a-z.pdf</a></td>
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<td>Draw pictures that align with the type of skill used to print letters</td>
<td><a href="http://schools.nyc.gov/NR/rdonlyres/556F572F-4CDC-4BAC-9EC0-6990AD1AFB0E/0/CIPLteachingcursivewriting_WEB.pdf">http://schools.nyc.gov/NR/rdonlyres/556F572F-4CDC-4BAC-9EC0-6990AD1AFB0E/0/CIPLteachingcursivewriting_WEB.pdf</a></td>
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<td>Draw letters in the air</td>
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<td></td>
<td></td>
<td>Draw and label animals</td>
<td><a href="http://nellieedge.com/kindergarten-friendly-handwriting/">http://nellieedge.com/kindergarten-friendly-handwriting/</a></td>
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<td>Use of individual white boards</td>
<td><a href="http://www.leapfrog.com/en-us/learning-path/articles/top-4-ways-to-improve-handwriting">http://www.leapfrog.com/en-us/learning-path/articles/top-4-ways-to-improve-handwriting</a></td>
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- [http://www.pre-kpages.com/handwriting/](http://www.pre-kpages.com/handwriting/)
**Grade:** K  |  **Unit:** 3  |  **Topic:** Letter Formation and Application (Upper Case Letters/Lower Case Letters from J-R)

**Please Note:** When conducting handwriting instruction teachers should model the letter creation, use arrows to identify the direction, describe your actions, followed by student describing the process of forming the letter. Horizontal Line, Curved Line, Circle, Slanted line, should be reviewed in alignment with SRA Imagine It! phonics instruction.

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| Analyze the strokes used for letter formation. | - Why is it important to learn have proper handwriting?  
- What are some of the common strokes we have done that can compare to J-R?  
- How much space should be between letters and words? | - Print lower case and upper case letters from memory (J-R)  
- Tracing Worksheets  
- Draw pictures and label them in lines using proper techniques  
- Write High Frequency Words  
- Create a poster that is labeled using lines in print  
- Proper Letter size and spacing activity  
- Draw pictures that align with the type of skill used to print letters  
- Draw letters in the air  
- Draw and label animals  
- Playdough Activity  
- Use of individual white boards | - [http://www.educationworld.com/a_curr/profdev/profdev110.shtml](http://www.educationworld.com/a_curr/profdev/profdev110.shtml)  
- [https://www.edhelper.com/handwriting.htm](https://www.edhelper.com/handwriting.htm)  
- [http://schools.nyc.gov/NR/rdonlyres/556F572F-4CDC-4BAC-9EC0-6990AD1AFB0E/0/CIPLteachingcursivewriting_WEB.pdf](http://schools.nyc.gov/NR/rdonlyres/556F572F-4CDC-4BAC-9EC0-6990AD1AFB0E/0/CIPLteachingcursivewriting_WEB.pdf) |
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| Develop S-Z upper case and lower case letters using down-curve, over-curve, slant and straight. | - Why is important to learn have proper handwriting when writing a letter to an author?  
- What are some of the common strokes we have done that can compare to S-Z?  
- Why is sharing your thoughts on a text important? | - Tracing Worksheets  
- Draw pictures and label them in lines using proper techniques  
- Write High Frequency Words  
- Create a poster that is labeled using lines in print  
- Proper Letter size and spacing activity  
- Draw pictures that align with the type of skill used to print letters  
- Draw letters in the air  
- Draw and label animals  
- Playdough Activity  
- Use of individual white boards  
- Choose stories and write about them | - [http://www.educationworld.com/a_curr/profdev/profdev110.shtml](http://www.educationworld.com/a_curr/profdev/profdev110.shtml)  
- [https://www.edhelper.com/handwriting.htm](https://www.edhelper.com/handwriting.htm)  
- [http://schools.nyc.gov/NR/rdonlyres/556F572F-4CDC-4BAC-9EC0-6990AD1AFB0E/0/CIPLteachingcursivewriting_WEB.pdf](http://schools.nyc.gov/NR/rdonlyres/556F572F-4CDC-4BAC-9EC0-6990AD1AFB0E/0/CIPLteachingcursivewriting_WEB.pdf) |
Culminating Assignment

After reading stories/texts within the unit, students can write letters to the author sharing their thoughts on a portion of the text read. Students handwriting mechanics should be taken into account for the culminating assignment.