

# Cursive Writing



**Grade 3**

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## *Course Description*

In grade 3, Cursive Writing will be introduced to 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 writing both capital and lower case letters while applying the cursive writing to their own writing in various content areas.

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## Pacing Chart

Unit 1	Review of Handwriting and Letter formation (Upper Case Letters/Lower Case Letters from A-Z)	9 Weeks
Unit 2	Introduction to Cursive Writing (Upper Case Letters/Lower Case Letters from A-I)	9 Weeks
Unit 3	Cursive Writing (Upper Case Letters/Lower Case Letters from J-R)	9 Weeks
Unit 4	Cursive Writing (Upper Case Letters/Lower Case Letters from S-Z)	9 Weeks

**It is recommended that 10 minutes for 4 days out of a 6 day cycle be allocated for handwriting instruction in grades K-3.**



## Effective Pedagogical Routines/Instructional Strategies

### Pencil/Pen Grip

The Dynamic Tripod Grip  
The Dynamic Quadrapod  
The Lateral Tripod  
The Lateral Quadrapod

### Posture Writing/Paper Positioning

Sitting Posture such as:  
Feet: Flat  
Knees: 90 Degree  
Back: Up straight, body slightly forward  
Forearms: On the desk Elbows: 90  
Degree  
Non-Dominant Hand: Anchoring paper  
Shoulders and Neck: Relaxed





# Educational Technology

## Standards

8.1.5.A.3, 8.1.5.B.1, 8.1.5.F.1

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

➤ Use a graphic organizer to organize information about problem or issue.

**Example:** Students will write in cursive when organizing thoughts about a problem in a graphic organizer.

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

➤ Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.

**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.*

➤ Apply digital tools to collect, organize, and analyze data that support a scientific finding.

**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.

<http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf>



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

<p><b>6- Reaching</b></p>	<ul style="list-style-type: none"> <li>· Specialized or technical language reflective of the content areas at grade level</li> <li>· A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>· Oral or written communication in English comparable to proficient English peers</li> </ul>
<p><b>5- Bridging</b></p>	<ul style="list-style-type: none"> <li>· Specialized or technical language of the content areas</li> <li>· A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>· Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</li> </ul>
<p><b>4- Expanding</b></p>	<ul style="list-style-type: none"> <li>· Specific and some technical language of the content areas</li> <li>· A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>· 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</li> </ul>
<p><b>3- Developing</b></p>	<ul style="list-style-type: none"> <li>· General and some specific language of the content areas</li> <li>· Expanded sentences in oral interaction or written paragraphs</li> <li>· 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</li> </ul>
<p><b>2- Beginning</b></p>	<ul style="list-style-type: none"> <li>· General language related to the content area</li> <li>· Phrases or short sentences</li> <li>· 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</li> </ul>

**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

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> <li>· Extra time for assigned tasks</li> <li>· Adjust length of assignment</li> <li>· Timeline with due dates for reports and projects</li> <li>· Communication system between home and school</li> <li>· Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>· Extra Response time</li> <li>· Have students verbalize steps</li> <li>· Repeat, clarify or reword directions</li> <li>· Mini-breaks between tasks</li> <li>· Provide a warning for transitions</li> <li>· Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>· Precise step-by-step directions</li> <li>· Short manageable tasks</li> <li>· Brief and concrete directions</li> <li>· Provide immediate feedback</li> <li>· Small group instruction</li> <li>· Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher-made checklist</li> <li>· Use visual graphic organizers</li> <li>· Reference resources to promote independence</li> <li>· Visual and verbal reminders</li> <li>· Graphic organizers</li> </ul>

<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> <li>· Computer/whiteboard</li> <li>· Tape recorder</li> <li>· Spell-checker</li> <li>· Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>· Extended time</li> <li>· Study guides</li> <li>· Shortened tests</li> <li>· Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>· Consistent daily structured routine</li> <li>· Simple and clear classroom rules</li> <li>· Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>· Individual daily planner</li> <li>· Display a written agenda</li> <li>· Note-taking assistance</li> <li>· Color code materials</li> </ul>



## 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:** 6.1.4.B.9; 6.1.4.C.12, 15, 16

- Students will conduct research and write a passage discussing the significance of a new technology and how it changed the way people live and work.

**Social Studies:** 6.1.4.B.2.6

- Students will write in cursive a welcome brochure or letter including a list of things a new neighbor their age might need to know about Paterson, NJ.

**Math:** 3.OA.A.1

- Students can describe in cursive a context in which a total number of objects can be expressed as  $5 \times 7$ .



# 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





<b>Grade: 3</b>	<b>Unit: 1</b>	<b>Topic:</b> Review of Grip, Posture in Handwriting (Upper Case Letters/Lower Case Letters from A-M)
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**Please Note: When conducting handwriting instruction teachers should model the letter creation, followed by student describing the process of forming the letter.**

<b>Student Learning Objective</b>	<b>Essential Question</b>	<b>Activities and Task</b>	<b>Resources</b>
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<p>Analyze the type of grip used to assist in proper handwriting. The following techniques are most commonly used:</p> <ul style="list-style-type: none"> <li>· The Dynamic Tripod Grip</li> <li>· The Dynamic Quadrupod</li> <li>· The Lateral Tripod</li> <li>· The Lateral Quadrupod</li> </ul> <p>Identify proper posture when engaged in the writing process.</p> <p>Develop letters A-Z upper case and lower case.</p>	<ul style="list-style-type: none"> <li>· Why is it important to have proper grip and posture when handwriting?</li> <li>· Why is precise approach to handwriting important in communication?</li> <li>· What are some common inaccuracies when writing in print?</li> </ul>	<ul style="list-style-type: none"> <li>· Print lower case and upper case letters from memory (A-Z)</li> <li>· Tracing worksheets</li> <li>· Write a story using print</li> <li>· Keep a journal using print and follow proper form</li> <li>· Make a list of letters that follow the same type of writing angles</li> <li>· Create a poster that is labeled using lines in print</li> <li>· Proper Letter size and spacing activity</li> </ul>	<ul style="list-style-type: none"> <li>· <a href="http://www.educationworld.com/a_curr/profdev/profdev110.shtml">http://www.educationworld.com/a_curr/profdev/profdev110.shtml</a></li> <li>· <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></li> <li>· <a href="https://www.edhelper.com/handwriting.htm">https://www.edhelper.com/handwriting.htm</a></li> <li>· <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></li> <li>· <a href="http://shared.confessionsofahomeschooler.com/math/K41-20handwriting.pdf">http://shared.confessionsofahomeschooler.com/math/K41-20handwriting.pdf</a></li> <li>· <a href="http://schools.nyc.gov/NR/ronlyres/556F572F-4CDC-4BAC-9EC0-6990AD1AFB0E/0/CIPLteachingcursivewriting_WEB.pdf">http://schools.nyc.gov/NR/ronlyres/556F572F-4CDC-4BAC-9EC0-6990AD1AFB0E/0/CIPLteachingcursivewriting_WEB.pdf</a></li> </ul>
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<b>Grade: 3</b>	<b>Unit: 2</b>	<b>Topic:</b> Introduction to Cursive Writing (Upper Case Letters/Lower Case Letters from A-I)
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**Please Note: When conducting handwriting instruction teachers should model the letter creation, followed by student describing the process of forming the letter.**

Student Learning Objective	Essential Question	Activities and Task	Resources
<p>Identify the impact of proper cursive writing.</p> <p>Examine common errors that occur during cursive writing.</p> <p>Develop A-I upper case and lower case letters using down-curve, over-curve, slant and straight.</p> <p>Analyze the creation of letters in cursive writing to create a word.</p>	<ul style="list-style-type: none"> <li>· Why is important to learn cursive writing?</li> <li>· What are some of the common errors with cursive writing in letters A-I?</li> <li>· Why are letters created in a systematic way?</li> <li>· How are cursive letters connected to create words?</li> </ul>	<ul style="list-style-type: none"> <li>· Develop lower case and upper case letters in cursive.</li> <li>· Tracing worksheets</li> <li>· Write and create words using letters A-I and connect them in cursive</li> <li>· Keep a journal using print and follow proper form</li> <li>· Make a list of letters that follow the same type of writing angles</li> <li>· Create a poster that is labeled using lines in cursive</li> <li>· Proper letter size and spacing activity</li> <li>· Create signs using script writing</li> <li>· Practice signature in script</li> </ul>	<ul style="list-style-type: none"> <li>· <a href="http://www.kidzone.ws/cursive/">http://www.kidzone.ws/cursive/</a></li> <li>· <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></li> <li>· <a href="https://www.peterson-handwriting.com/Publications/PDF_versions/ReviewAdvance_dLessons.pdf">https://www.peterson-handwriting.com/Publications/PDF_versions/ReviewAdvance_dLessons.pdf</a></li> <li>· <a href="http://writeanalog.com/learning-cursive-handwriting/">http://writeanalog.com/learning-cursive-handwriting/</a></li> <li>· <a href="http://www.k12reader.com/handwriting/cursive_practice_a_z.pdf">http://www.k12reader.com/handwriting/cursive_practice_a_z.pdf</a></li> <li>· <a href="http://www.tvdsb.ca/webpages/craigg/language.cfm?subpage=157023">http://www.tvdsb.ca/webpages/craigg/language.cfm?subpage=157023</a></li> </ul>



<b>Grade: 3</b>	<b>Unit: 3</b>	<b>Topic:</b> Introduction to Cursive Writing (Upper Case Letters/Lower Case Letters from J-R)
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**Please Note: When conducting handwriting instruction teachers should model the letter creation, followed by student describing the process of forming the letter.**

Student Learning Objective	Essential Question	Activities and Task	Resources
<p>Develop J-R upper case and lower case letters using down-curve, over-curve, slant and straight.</p> <p>Examine common errors that occur during cursive writing in letters J-R.</p> <p>Analyze the creation of letters in cursive writing to create a phrase.</p>	<ul style="list-style-type: none"> <li>· What are some of the common errors with cursive writing letters J-R?</li> <li>· How are cursive letters connected to create words?</li> <li>· How can cursive writing be used to your advantage when note taking?</li> </ul>	<ul style="list-style-type: none"> <li>· Develop lower case and upper case letters in cursive</li> <li>· Tracing worksheets</li> <li>· Write and create words using letters J-R and connect them in cursive</li> <li>· Keep a journal using print and follow proper form</li> <li>· Make a list of letters that follow the same type of writing angles</li> <li>· Create a poster that is labeled using lines in cursive</li> <li>· Proper letter size and spacing activity</li> <li>· Create signs using script writing</li> <li>· Practice signature in script</li> </ul>	<ul style="list-style-type: none"> <li>· <a href="http://www.kidzone.ws/cursive/">http://www.kidzone.ws/cursive/</a></li> <li>· <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></li> <li>· <a href="https://www.peterson-handwriting.com/Publications/PDF_versions/ReviewAdvancedLessons.pdf">https://www.peterson-handwriting.com/Publications/PDF_versions/ReviewAdvancedLessons.pdf</a></li> <li>· <a href="http://writeanalog.com/learning-cursive-handwriting/">http://writeanalog.com/learning-cursive-handwriting/</a></li> <li>· <a href="http://www.k12reader.com/handwriting/cursive_practice_a_z.pdf">http://www.k12reader.com/handwriting/cursive_practice_a_z.pdf</a></li> <li>· <a href="http://www.tvdsb.ca/webpages/craigg/language.cfm?subpage=157023">http://www.tvdsb.ca/webpages/craigg/language.cfm?subpage=157023</a></li> </ul>



<b>Grade: 3</b>	<b>Unit: 4</b>	<b>Topic:</b> Cursive Writing (Upper Case Letters/Lower Case Letters from S-Z)
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**Please Note: When conducting handwriting instruction teachers should model the letter creation, followed by student describing the process of forming the letter.**

<b>Student Learning Objective</b>	<b>Essential Question</b>	<b>Activities and Task</b>	<b>Resources</b>
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<p>Develop S-Z upper case and lower case letters using down-curve, over-curve, slant and straight.</p> <p>Examine common errors that occur during cursive writing in letters S-Z.</p> <p>Analyze the creation of letters in cursive writing to create a phrase.</p>	<ul style="list-style-type: none"> <li>· What are some of the common errors with cursive writing letters S-Z?</li> <li>· How are cursive letters connected to create words?</li> <li>· How can cursive writing be used to your advantage?</li> </ul>	<ul style="list-style-type: none"> <li>· Develop lower case and upper case letters in cursive from memory</li> <li>· Tracing Worksheets</li> <li>· Write and create words using letters S-Z and connect them in cursive</li> <li>· Keep a journal using cursive and follow proper form</li> <li>· Make a list of letters that follow the same type of writing angles</li> <li>· Create a poster that is labeled using lines in cursive</li> <li>· Proper letter size and spacing activity</li> <li>· Create signs using script writing</li> <li>· Practice signature in script</li> <li>· Create links from letter to letter</li> <li>· Complete a writing task in cursive</li> </ul>	<ul style="list-style-type: none"> <li>· <a href="http://www.kidzone.ws/cursive/">http://www.kidzone.ws/cursive/</a></li> <li>· <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></li> <li>· <a href="https://www.peterson-handwriting.com/Publications/PDF_versions/ReviewAdvancedLessons.pdf">https://www.peterson-handwriting.com/Publications/PDF_versions/ReviewAdvancedLessons.pdf</a></li> <li>· <a href="http://writeanalog.com/learning-cursive-handwriting/">http://writeanalog.com/learning-cursive-handwriting/</a></li> <li>· <a href="http://www.k12reader.com/handwriting/cursive_practice_a_z.pdf">http://www.k12reader.com/handwriting/cursive_practice_a_z.pdf</a></li> <li>· <a href="http://www.tvdsb.ca/webpages/craigg/language.cfm?subpage=157023">http://www.tvdsb.ca/webpages/craigg/language.cfm?subpage=157023</a></li> <li>·</li> </ul>
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## Culminating Assignment

Write a story using cursive writing taking the antagonist from one fairytale and put them into another fairytale. For example: Take the big bad wolf from “Little Riding Hood” and put him into “Snow White” as the bad guy. Students work in small groups to discuss and analyze a list of fairytales. Chart a list of common elements and then, as a group, create a fairytale with illustrations.

