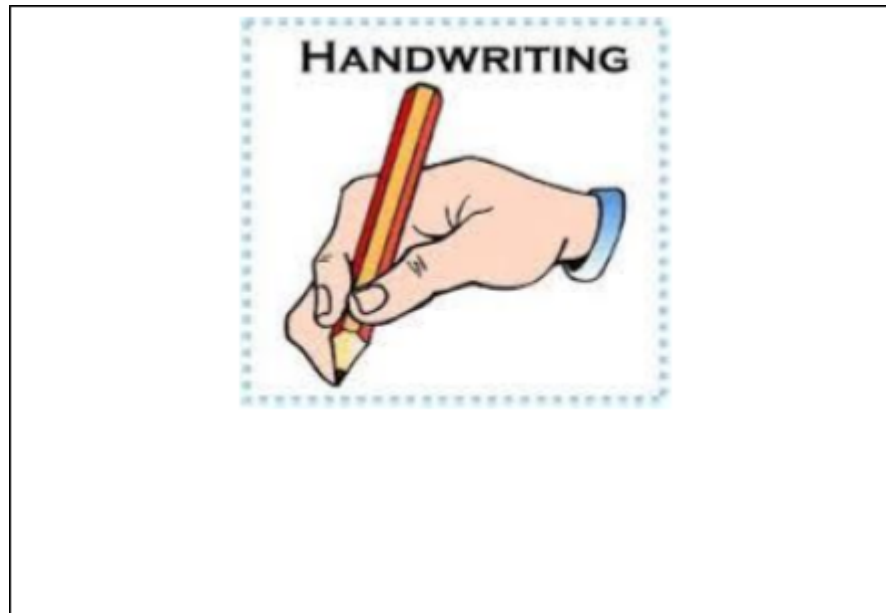# Handwriting

Grade 1

Course Description

In grade 1, handwriting will be reinforced to students throughout the district. Proper Handwriting has been shown to be instrumental in developing motor skills and reinforcing concepts being learned. In this course, students will begin by receiving a review of letter formation followed by the application of handwriting within their own written work.

Pacing Chart		
Unit 1	Review of Handwriting Posture, Grip, and letters formation (Upper Case Letters/Lower Case Letters from A-I)	9 Weeks
Unit 2	Letter formation (Upper Case Letters/Lower Case Letters from J-R)	9 Weeks
Unit 3	Letter formation (Upper Case Letters/Lower Case Letters from S-Z)	9 Weeks
Unit 4	Application of Proper Print (Opinion Writing)	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	**Posture Writing/Paper Positioning**
The Dynamic Tripod Grip The Dynamic Quadrupod The Lateral Tripod The Lateral Quadrupod	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
8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1

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
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:

Level	Descriptors
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 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

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

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

Assistive Technology	Tests/Quizzes/Grading	Behavior/Attention	Organization
· Computer/whiteboard	· Extended time	· Consistent daily structured routine	· Individual daily planner
· Tape recorder	· Study guides	· Simple and clear classroom rules	· Display a written agenda
· Spell-checker	· Shortened tests		· Note-taking assistance
· Audio-taped books	· Read directions aloud	· Frequent feedback	· 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.C.2, 9, 14; 6.1.4.B.4, 5, 8

·   Students will write about one natural resource and its roll in their lives in print.

Social Studies: 6.1.4.B.7

·   In print, students will label containers with vocabulary words according to their size and discuss how each describes where we live.

Math: 1.OA.A.2

·   Students can describe in print the process for solving addition word problems with three whole numbers with sums less than or equal to 20.

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

Grade: 1	Unit: 1	Topic: Review of Grip, Posture in Handwriting (Upper Case Letters/Lower Case Letters from A-M)
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

Analyze the type of grip used to assist in proper handwriting. The following techniques are most commonly used: · The Dynamic Tripod Grip · The Dynamic Quadrupod · The Lateral Tripod · The Lateral Quadrupod Identify proper posture when engaged in the writing process. Develop letters A-I upper case and lower case.	· Why is it important to have proper grip and posture when handwriting? · Why is precise approach to handwriting important in communication? · What are some common inaccuracies when writing in print?	· Print lower case and upper case letters from memory (A-M). · Tracing worksheets · Draw pictures and label them in lines using proper techniques · Write high frequency words · Capitalize first letter of sentences and names · Make a list of letters that follow the same type of writing angles · 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	· http://www.educationworld.com/a_curr/profdev/profdev110.shtml · https://www.theguardian.com/teacher-network/2016/mar/07/how-to-teach-handwriting · https://www.edhelper.com/handwriting.htm · http://www.k12reader.com/worksheets/handwriting/lowercase-print-letter-a-z.pdf · http://shared.confessionsofahomeschooler.com/math/K41-20handwriting.pdf · http://schools.nyc.gov/NR/rdonlyres/556F572F-4CDC-4BAC-9EC0-6990AD1AFB0E/0/CIPLteachingcursivewriting_WEB.pdf

Grade: 1	Unit: 2	Topic: Letter formation (Upper Case Letters/Lower Case Letters from J-R)

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
Identify the impact proper handwriting in pictures and writing. Examine common errors that occur during handwriting. Develop J-R upper case and lower case letters using down-curve, over-curve, slant and straight.	· Why is important to learn have proper handwriting? · What are some of the common errors with handwriting in letters J-R? · Why is handwriting important to a writing piece.	· 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 · Capitalize first letter of sentences and names · Write a story using print and drawings · Make a list of letters that follow the same type of writing angles · 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	· http://www.educationworld.com/a_curr/profdev/profdev110.shtml · https://www.theguardian.com/teacher-network/2016/mar/07/how-to-teach-handwriting · https://www.edhelper.com/handwriting.htm · http://www.k12reader.com/worksheets/handwriting/lowercase-print-letter-a-z.pdf · http://shared.confessionsofahomeschooler.com/math/K41-20handwriting.pdf · http://schools.nyc.gov/NR/rdonlyres/556F572F-4CDC-4BAC-9EC0-6990AD1AFB0E/0/CIPLteachingcursivewriting_WEB.pdf

Grade: 1	Unit: 3	**Topic:** Letter formation (Upper Case Letters/Lower Case Letters from S-Z)
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**

Identify the impact of proper handwriting in pictures and writing. Examine common errors that occur during handwriting. 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? · What are some of the common errors with handwriting in letters S-Z? · Why is handwriting important to a writing piece?	· 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 · Capitalize first letter of sentences and names · Write a story using print and drawings · Make a list of letters that follow the same type of writing angles · 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	· http://www.educationworld.com/a_curr/profdev/profdev110.shtml · https://www.theguardian.com/teacher-network/2016/mar/07/how-to-teach-handwriting · https://www.edhelper.com/handwriting.htm · http://www.k12reader.com/worksheets/handwriting/lowercase-print-letter-a-z.pdf · http://shared.confessionsofahomeschooler.com/math/K41-20handwriting.pdf · http://schools.nyc.gov/NR/rdonlyres/556F572F-4CDC-4BAC-9EC0-6990AD1AFB0E/0/CIPLteachingcursivewriting_WEB.pdf

Grade: 1	Unit: 4	**Topic:** Application of Proper Print (Writing Opinion)

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
Analyze different types of topics for your opinion piece. Examine the revision process in your writing. Investigate the process of deciphering what details are important and what details are not.	What is your topic? What details will you add to support the topic? How will you revise your writing? What details are the most important to include in your writing? Can you explain what happened in the story in sequential order?	Given two paragraphs, students will revise the writing adding descriptive details and clarifying information. Include interactive writing experiences that support the use of various revision techniques. Model for students how to use a graphic organizer to draft sentences. Have the students' practice independently incorporating descriptive words and details ** Be sure students are transferring what they have learned in handwriting to their authentic creations**	· http://www.educationworld.com/a_curr/profdev/profdev110.shtml · https://www.theguardian.com/teacher-network/2016/mar/07/how-to-teach-handwriting · https://www.edhelper.com/handwriting.htm · http://www.k12reader.com/worksheets/handwriting/lowercase-print-letter-a-z.pdf · http://shared.confessionsofahomeschooler.com/math/K41-20handwriting.pdf · http://schools.nyc.gov/NR/rdonlyres/556F572F-4CDC-4BAC-9EC0-6990AD1AFB0E/0/CIPLteachingcursivewriting_WEB.pdf

Culminating Assignment

The Comprehension Club, Toolkit Texts and the Text Exemplars offer resources that lend themselves to students writing opinion pieces. For example, After reading My Maple Tree, (Toolkit Text article), students can write about their favorite season and why. Outside My Window (Toolkit Text article) would support students' writing about which environment they would like to live in and why. After reading City Mouse - Country Mouse, (Comp Club), ask the students to write an opinion piece on whether they would rather live in the city or the country and why. Students' handwriting mechanics should be taken into account for the culminating assignment.