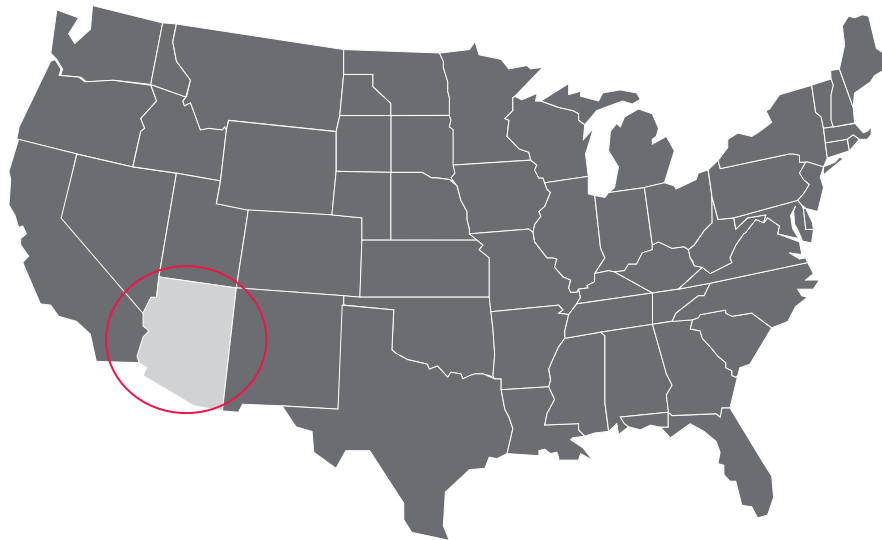




Write- Handwriting™



Correlated to the:

Arizona

English Language Arts Writing Standard
K-5

PRODUCTS BY



Write-On Handwriting™
Correlated to the
Arizona State English Language Arts Writing Standard
Kindergarten

The following references are from appropriate components in the *Write-On Handwriting™* program that align to the Arizona State English Language Arts Standards and Expectations. This correlation is intended to illustrate the program’s approach to these standards. (TM = Teacher’s Manual; WB = Workbook; SW = Software; WK = preformatted worksheets, teacher adds content; PP = Powerful Printing; CC = Conquering Cursive)

| STANDARDS/EXPECTATIONS | <i>Write-On Handwriting Component</i> |
|---|---|
| <p>Strand 1: Reading Process: Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.</p> <p>Concept 3: Phonics: Decode words, using knowledge of phonics, syllabication, and word parts.</p> | |
| PO 1. Identify letters of the alphabet (upper and lower case). | PP and CC: TM, *SW, WB PP WB pages: lower case 3-33, uppercase 54-86 CC WB pages: lower case 3-36, uppercase 50-68 *SW states the letter names to the student. |
| STANDARDS/EXPECTATIONS | <i>Write-On Handwriting Component</i> |
| <p>Strand 2: Writing Elements: Strand 2 focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.</p> <p>Concept 2: Organization: Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</p> | |
| PO 2. Consistently write left to right and top to bottom. | PP and CC WB |
| PO 3. Space appropriately between words with some degree of accuracy. | PP WB pages: 51-53; 96-100 CC WB pages: 45-49 |
| <p>Strand 2: Writing Elements: Strand 2 focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.</p> <p>Concept 6: Convention: Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p> | |

| STANDARDS/EXPECTATIONS | <i>Write-On Handwriting Component</i> |
|---|---|
| PO 1. Write the 26 letters of the alphabet in: a. lower case b. upper case | PP WB a. pages: 3-33 b. pages: 54-86 CC WB a. pages: 3-36 b. pages: 50-68 Both PP and CC TM, SW |
| PO 2. Distinguish between upper and lower case letters. | PP and CC TM, SW PP and CC WB |
| PO 3. Use capital letters to begin “important” words, although may be inconsistent or experimental. | WB PP practice pages: 87-89 days of the week; months of the year WB CC practice pages: 71-74 days of the week; months of the year PP and CC: WK |
| PO 4. Use spaces between words. | PP WB pages: 51-53; 96-100 CC WB pages: 45-49 |
| PO 5. Write left to right and top to bottom. | PP WB CC WB |
| PO 6. Use punctuation in writing, although may be inconsistent or experimental. | PP WB practice pages: 96-100 |
| PO 9. Write own name on personal work. | PP WB CC WB |

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Grade 1

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| STANDARDS/EXPECTATIONS | <i>Write-On Handwriting Component</i> |
|--|---|
| <p>Strand 1: Reading Process: Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.</p> <p>Concept 1: Print Concepts: Demonstrate understanding of print concepts.</p> | |
| PO 2. Distinguish between uppercase and lowercase letters. | PP and CC: TM, SW, WB PP WB pages: lower case 3-33, uppercase 54-86 CC WB pages: lower case 3-36, uppercase 50-68 |
| STANDARDS/EXPECTATIONS | <i>Write-On Handwriting Component</i> |
| <p>Strand 1: Writing Process: Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.</p> <p>Concept 5: Publishing: Publishing includes formatting and presenting a final product for the intended audience.</p> | |
| PO 2. Write legibly. | PP and CC: SW, WB, TM |
| <p>Strand 2: Writing Components: This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.</p> <p>Concept 6: Conventions: Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p> | |

| STANDARDS/EXPECTATIONS | <i>Write-On Handwriting Component</i> |
|---|--|
| PO 1. Incorporate conventions into own text, including: <ol style="list-style-type: none"> a. spacing between words b. spacing between lines c. consistent left-right and up-down orientation d. placement of title | PP WB a. pages: 51-53 c. pages: 96-100; and all pages CC WB a. pages: 45-49 c. all pages |
| PO 2. Use capital letters correctly for: <ol style="list-style-type: none"> a. the pronoun I b. the beginning of a sentence c. names | PP WB practice b. pages: 96-100 c. pages: 54-86 Capital letter lessons are cities, group review pages are names; pages: 87-89 days of the week; months of the year CC WB practice c. pages: 50-68 Capital letter lessons are cities, group review pages are names; pages: 70-74 days of the week; months of the year, ordinal and cardinal numbers |
| PO 3. Punctuate endings of sentences using: <ol style="list-style-type: none"> a. periods b. question marks c. exclamation points | PP WB practice pages: 96-100 |
| PO 5. Use common spelling patterns (i.e., onset and rimes , word families , and simple CVC words) to spell words correctly. | PP WB pages:34-53 lower case print review PP and CC: WK |
| <i>PO 10. Write own name on personal work.</i> | PP WB CC WB |

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Grade 2

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| STANDARDS/EXPECTATIONS | <i>Write-On Handwriting</i> Component |
|--|---|
| <p>Strand 1: Writing Process: Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.</p> <p>Concept 5: Publishing: Publishing includes formatting and presenting a final product for the intended audience.</p> | |
| PO 2. Write legibly. | PP and CC: SW, WB, TM |
| <p>Strand 2: Writing Components: Strand 2 focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.</p> <p>Concept 6: Conventions: Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p> | |
| <p>PO 1. Use capital letters for:</p> <ul style="list-style-type: none"> a. the pronoun <i>I</i> b. the beginning of a sentence c. proper nouns (i.e., names, days, months) | <p>PP WB practice</p> <ul style="list-style-type: none"> b. pages: 96-100 c. pages: 54-86 Capital letter lessons are places, group review pages are names; pages: 87-89 days of the week; months of the year <p>CC WB practice</p> <ul style="list-style-type: none"> c. pages: 50-68 Capital letter lessons are places, group review pages are names; pages: 70-74 days of the week; months of the year, ordinal and cardinal numbers |

| STANDARDS/EXPECTATIONS | <i>Write-On Handwriting Component</i> |
|--|---|
| <p><i>PO 2. Punctuate endings of sentences using:</i></p> <ul style="list-style-type: none"> <i>a. periods</i> <i>b. question marks</i> <i>c. exclamation points</i> | <p>PP WB practice pages: 96-100</p> |
| <p>PO 7. Use common spelling patterns, including:</p> <ul style="list-style-type: none"> a. word families b. simple CVC words c. regular plurals d. simple prefixes e. simple suffixes | <p>PP WB practice</p> <ul style="list-style-type: none"> a. pages: 34-53 b. pages: 34-36, 48 <p>PP and CC: WK</p> |
| <p><i>PO 12. Write own name on personal work.</i></p> | <p>PP and CC: WB</p> |

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Grade 3

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| STANDARDS/EXPECTATIONS | <i>Write-On Handwriting</i> Component |
|--|--|
| <p>Strand 1: Writing Process: Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.</p> <p>Concept 5: Publishing: Publishing includes formatting and presenting a final product for the intended audience.</p> | |
| PO 2. Write legibly. | PP and CC: SW, WB, TM |
| <p>Strand 2: Writing Elements: Strand 2 focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.</p> <p>Concept 6: Conventions: Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p> | |
| <p>PO 1. Use capital letters for:</p> <ul style="list-style-type: none"> a. proper nouns (i.e., names, days, months) b. titles c. names of places d. abbreviations e. literary titles (i.e., book, story, poem) | <p>PP WB practice</p> <p>a, c. pages: 54-86 Capital letter lessons are places, group review pages are names; pages: 87-89 days of the week; months of the year</p> <p>CC WB practice</p> <p>a, c. pages: 50-68 Capital letter lessons are places, group review pages are names; pages: 70-74 days of the week; months of the year, ordinal and cardinal numbers</p> <p>b, d, e PP and CC: WK</p> |

| STANDARDS/EXPECTATIONS | <i>Write-On Handwriting Component</i> |
|--|--|
| <p><i>PO 2. Punctuate endings of sentences using:</i></p> <ul style="list-style-type: none"> <i>a. periods</i> <i>b. question marks</i> <i>c. exclamation points</i> | <p>PP WB practice pages: 96-100</p> |
| <p>PO 8. Use common spelling patterns/generalizations to spell words correctly, including:</p> <ul style="list-style-type: none"> a. word families b. regular plurals c. r-controlled d. diphthong e. consonant digraphs f. CVC words g. CCVC h. CVCC i. Affixes | <p>PP WB practice</p> <ul style="list-style-type: none"> a. pages: 34-53 c. pages: 44 d. pages: 38, 40, 45, 50, 52, 53 f. pages: 34-36, 48 g, h. words of pages: 34-53 <p>PP and CC: WK</p> |

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Grade 4

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| STANDARDS/EXPECTATIONS | <i>Write-On Handwriting</i> Component |
|--|--|
| <p>Strand 1: Writing Process: Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.</p> <p>Concept 5: Publishing: Publishing includes formatting and presenting a final product for the intended audience.</p> | |
| PO 2. Write legibly. | PP and CC: SW, WB, TM |
| <p>Strand 2: Writing Elements: This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.</p> <p>Concept 6: Conventions: Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p> | |
| <p>PO 1. Use capital letters for:</p> <ul style="list-style-type: none"> a. proper nouns (i.e., names, days, months) b. titles c. names of place d. abbreviations e. literary titles (i.e., book, story, poem) | <p>PP WB practice a, c. pages: 54-86 Capital letter lessons are places, group review pages are names; pages: 87-89 days of the week; months of the year CC WB practice a, c. pages: 50-68 Capital letter lessons are places, group review pages are names; pages: 70-74 days of the week; months of the year, ordinal and cardinal numbers PP and CC: WK</p> |
| <p>PO 2. Punctuate endings of sentences using:</p> <ul style="list-style-type: none"> a. periods b. question marks c. exclamation points | PP WB practice pages: 96-100 |

| STANDARDS/EXPECTATIONS | <i>Write-On Handwriting Component</i> |
|--|--|
| <p><i>PO 8. Use common spelling patterns/generalizations to spell words correctly, including:</i></p> <ul style="list-style-type: none"> <i>a. r-controlled</i> <i>b. diphthong</i> <i>c. vowel digraphs</i> <i>d. CVC words</i> <i>e. CCVC</i> <i>f. CVCC</i> <i>g. silent e</i> <i>h. irregular plurals</i> <i>i. affixes</i> | <p>PP WB practice</p> <ul style="list-style-type: none"> a. pages: 44 b, c. pages: 38, 40, 45, 50, 52, 53 d. pages: 34-36, 48 e, f. words of pages: 34-53 g. pages: 37, 39, 41, 42, 43, 46, 47, 49, 51 <p>PP and CC: WK</p> |

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Grade 5

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| STANDARDS/EXPECTATIONS | <i>Write-On Handwriting</i> Component |
|--|--|
| <p>Strand 1: Writing Process: Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.</p> <p>Concept: 5 Publishing: Publishing includes formatting and presenting a final product for the intended audience.</p> | |
| PO 2. Write legibly. | PP and CC: SW, WB, TM |
| <p>Strand 2: Writing Elements: This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.</p> <p>Concept: 6 Conventions: Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p> | |
| <p>PO 1. Use capital letters correctly for:</p> <p>a. proper nouns:</p> <ul style="list-style-type: none"> • place names • holidays • languages • historical events • organizations <p>b. literary titles (i.e., book, story, poem, play, song)</p> <p>c. titles</p> <p>d. abbreviations</p> <p>e. words used as names (e.g., Mother, Uncle Jim)</p> | <p>PP WB practice</p> <p>a. pages: 54-86 Capital letter lessons are places, group review pages are names; pages: 87-89 days of the week; months of the year</p> <p>CC WB practice</p> <p>a. pages: 50-68 Capital letter lessons are places, group review pages are names; pages: 70-74 days of the week; months of the year, ordinal and cardinal numbers</p> <p>PP and CC: WK</p> |

| STANDARDS/EXPECTATIONS | <i>Write-On Handwriting Component</i> |
|---|---|
| <p><i>PO 2. Punctuate endings of sentences using:</i></p> <ul style="list-style-type: none"> <i>d. periods</i> <i>e. question marks</i> <i>f. exclamation points</i> | <p>PP WB practice pages: 96-100</p> |
| <p><i>PO 8. Use common spelling patterns/generalizations to spell words correctly, including:</i></p> <ul style="list-style-type: none"> <i>a. irregular plurals</i> <i>b. silent e</i> <i>c. i before e</i> <i>d. words ending in –y</i> <i>e. doubling final consonant</i> | <p>PP WB practice b. pages: 37, 39, 41, 42, 43, 46, 47, 49, 51</p> <p>PP and CC: WK</p> |