



Write- Handwriting™



Correlated to the:

California

English Language Arts Writing Standard
K-5

PRODUCTS BY



Write-On Handwriting™
Correlated to the
California State English Language Arts Standards

Kindergarten

The following references are from appropriate components in the *Write-On Handwriting™* program that align to the California State English Language Arts Standards. 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</i> Component
Reading: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development – Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	
Concepts About Print 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.	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 name to the student.
Writing: 1.0 Writing Strategies – Students write words and brief sentences that are legible.	
Organization and Focus 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	PP and CC: TM, SW, WB, WK PP WB pages: lower case 3-33, uppercase 54-86; words 34-53 CC WB pages: lower case 3-36, uppercase 50-68, words 45-49
1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).	PP WB practice pages: 34-36, 48 PP and CC: WK
1.3 Write by moving from left to right and from top to bottom.	PP and CC WB
Penmanship 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	PP and CC: TM, SW, WB <u>Spacing</u> PP WB pages: 51-53; 96-100 CC WB pages: 45-49
Written and Oral English Language Conventions – The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. 1.0 Written and Oral English Language Conventions – Students write and speak with a command of standard English conventions.	
Spelling 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	<u>Knowledge of letter names</u> PP and CC: TM, SW, WB, WK PP WB practice pages: lower case 3-33, uppercase 54-86 CC WB practice pages: lower case 3-36, uppercase 50-68

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Grade 1

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STANDARDS/EXPECTATIONS	<i>Write-On Handwriting Component</i>
<p>Reading: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p>	
<p>Concepts About Print 1.3 Identify letters, words, and sentences.</p>	<p>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 name to the student.</p>
<p>Writing: 1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).</p>	
<p>Penmanship 1.3 Print legibly and space letters, words, and sentences appropriately.</p>	<p>PP and CC: TM, SW, WB <u>Spacing</u> PP WB pages: 51-53; 96-100 CC WB pages: 45-49</p>
<p>Written and Oral English Language Conventions The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p>	
<p>Punctuation 1.5 Use a period, exclamation point, or question mark at the end of sentences.</p>	<p>PP WB practice pages: 96-100</p>

STANDARDS/EXPECTATIONS	<i>Write-On Handwriting Component</i>
<p>Capitalization 1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>.</p>	<p>PP WB practice Sentences: pages: 96-100 Names: 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 Names: 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>Spelling 1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p>	<p>PP WB practice pages 34-53 PP and CC: WK</p>

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Grade 2

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STANDARDS/EXPECTATIONS	<i>Write-On Handwriting</i> Component
<p>Reading: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p>	
<p>Decoding and Word Recognition 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p>	PP WB practice pages 34-53 PP and CC: WK
<p>Writing: 1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).</p>	
<p>Penmanship 1.2 Create readable documents with legible handwriting.</p>	PP and CC: TM, SW, WB
<p>Written and Oral English Language Conventions The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p>	
<p>Capitalization 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.</p>	PP WB practice Sentences: pages: 96-100 Names: 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 Names: 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>Spelling 1.8 Spell basic short-vowel, long-vowel, <i>r</i>- controlled, and consonant-blend patterns correctly.</p>	<p>PP WB practice pages 34-53 PP and CC: WK</p>

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Grade 3

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STANDARDS/EXPECTATIONS	<i>Write-On Handwriting</i> Component
<p>Reading: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p>	
<p>Decoding and Word Recognition 1.1 Know and use complex word families when reading [e.g., <i>-ight</i>] to decode unfamiliar words.</p>	PP WB practice pages 34-53 PP and CC: WK
<p>Writing: 1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).</p>	
<p>Penmanship 1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.</p>	CC: TM, SW, WB, WK
<p>Written and Oral English Language Conventions The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p>	
<p>Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p>	PP WB practice 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 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

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Grade 4

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STANDARDS/EXPECTATIONS	<i>Write-On Handwriting Component</i>
<p>Writing 1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).</p>	
<p>Penmanship 1.4 Write fluidly and legibly in cursive or joined italic.</p>	CC: TM, SW, WB, WK

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Grade 5

N/A

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WRITING

English-Language Conventions

The ELD standards identify the stages that English learners must pass through to use the conventions of English effectively in writing. Depending on the degree to which their primary language differs from English in its written form and the degree to which students are already proficient writers in their primary language, English learners face unique challenges as they work to success-fully use the conventions of written English.

At all ELD proficiency levels, English learners are to produce writing that includes correct capitalization, punctuation, and spelling of words appropriate to the students’ developing fluency in English. By the advanced level, the students are to demonstrate proficiency in both the ELD and the language arts standards for their current grade level and for all prior grade levels.

*The ELD standards must be applied appropriately for students in each grade level from kindergarten through grade twelve.

STANDARDS/EXPECTATIONS	<i>Write-On Handwriting Component</i>
Writing Strategies and Applications Beginning ELD level*	
Penmanship Copy the English-alphabet legibly. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).	PP and CC: TM, SW, WB