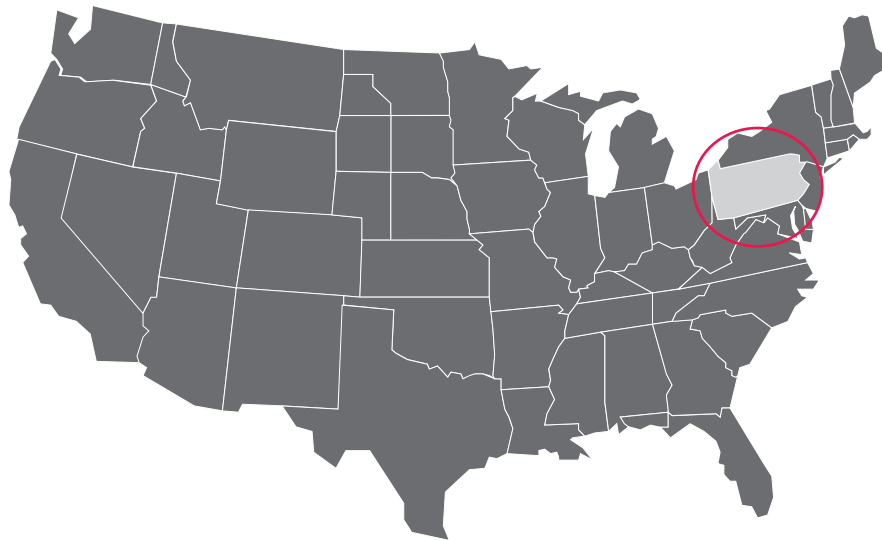




Write- Handwriting™



Correlated to the:

Pennsylvania

Academic Standards for Reading,
Writing, Listening and Speaking
K-5

PRODUCTS BY



Write-On Handwriting™
Correlated to the
Pennsylvania Academic Standards for
Reading, Writing, Listening and Speaking

Kindergarten

The following references are from appropriate components in the *Write-On Handwriting™* program that align to the Pennsylvania Academic Standards for Reading, Writing, Listening and Speaking. 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
Standard 1.1: Learning to Read Independently	
<p>A. Develop book/print knowledge and conventions (turn pages from left to right when reading, read words and sentences from left to right, read from top to bottom, return sweep, parts of a book [cover, title, author, illustrator, title page, print represents language). Form letters correctly and space words and sentences properly so that writing can be read easily by another person.</p> <ul style="list-style-type: none"> • Demonstrate that text is read from left to right and top to bottom. • Distinguish a letter from a word. • Differentiate words and spaces. 	PP and CC: TM, SW, WB, WK
<p>B. Develop sentence awareness/word awareness</p> <ul style="list-style-type: none"> • Discriminate uppercase from lowercase letters. 	PP: TM, SW, WB practice PP WB pages: lower case 3-33, uppercase 54-86; review pages
<p>C. Discriminate words and sounds</p> <ul style="list-style-type: none"> • Recognize and identify rhyming words. 	PP WB practice pages 34-53
<p>G. Develop knowledge of letters and their sounds (Alphabetic Principle)</p> <ul style="list-style-type: none"> • Identify letters in own name and names of classmates. • Recognize and name letters of the alphabet (in sequence and random order) with automaticity. • Identify and name upper and lower case letters in words with automaticity. • Match uppercase and lowercase letter pairs. • Use kinesthetic or body movements when possible to form letters. • Apply knowledge of sounds and letters when writing. 	PP SW SW states the name of each letter to the student PP WB practice PP alphabet strip SW using mouse is kinesthetic

STANDARDS/EXPECTATIONS	<i>Write-On Handwriting Component</i>
Standard 1.5 Quality of Writing	
<p>A. Demonstrate conventional penmanship – Trace, copy and generate letters of alphabet-both uppercase and lower case</p> <ul style="list-style-type: none"> • Write upper case and lower case letters of the alphabet independently attending to the form and proper spacing of the letters. 	<p>PP: TM, SW, WB practice PP WB pages: lower case 3-33, uppercase 54-86; review pages</p>
<p>H. Publish or present writing</p> <ul style="list-style-type: none"> • Use spaces between words. • Write left to right and top to bottom. 	<p>PP WB practice PP WK</p>

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Grade 3

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STANDARDS/EXPECTATIONS	<i>Write-On Handwriting Component</i>
Standard 1.5.3 Quality of Writing	
F. Edit writing using the conventions of language. <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly (first word in sentences, proper nouns, pronoun “I”). • Punctuate correctly (periods, exclamation points, question marks, commas in a series). • Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative). 	PP: TM, SW, WB, WK CC: TM, SW, WB, WK PP WB practice pages 34-53, 96-100

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Grade 1 and Grade 2
standards are not available at this time

Grade 4 and Grade 5
N/A