



# Write- Handwriting™



Correlated to the:

## **Texas**

Language Arts and ESL State Standards  
K-5

PRODUCTS BY



***Write-On Handwriting™***  
**Correlated to the**  
**Texas English Language Arts and ESL State Standards**  
**Kindergarten**

The following references are from appropriate components in the *Write-On Handwriting™* program that align to the Texas English Language Arts and English as a Second Language State 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
<b>(K.5) Reading/print awareness. The student demonstrates knowledge of concepts of print.</b>	
(B) know that print moves left-to-right across the page and top-to-bottom	PP WB
(C) understand that written words are separated by spaces	PP WB
(D) know the difference between individual letters and printed words	PP: SW, WB
(E) know the difference between capital and lowercase letters	PP: SW, WB pages: lower case 3-33, uppercase 54-86
<b>(K.7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.</b>	
(A) name and identify each letter of the alphabet	PP: TM, *SW, WB *SW states the letter name to the student.
<b>(K.14) Writing/spelling/penmanship. The student develops the foundations of writing.</b>	
(A) write his/her own name and other important words	PP: TM, SW, WB, WK PP WB pages: lower case 3-33, uppercase 54-86; Names: practice pages: 54-86 Capital letter lessons are places, group review pages are names; pages: 87-89 days of the week; months of the year
(B) write each letter of the alphabet, both capital and lowercase	PP: SW, WB pages: lower case 3-33, uppercase 54-86
(D) write messages that move left-to-right and top-to-bottom on the page	PP WB
(E) gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke	PP: TM, WB

**Write-On Handwriting™**  
**Correlated to the**  
**Texas English Language Arts and ESL State Standards**

**Grade 1**

The following references are from appropriate components in the *Write-On Handwriting™* program that align to the Texas English Language Arts and English as a Second Language State 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
<b>(1.5) Reading/print awareness. The student demonstrates knowledge of concepts of print.</b>	
(B) know that print moves left-to-right across the page and top-to-bottom	PP WB
(C) understand that written words are separated by spaces	PP WB
(D) know the difference between individual letters and printed words	PP: SW, WB
(E) know the order of the alphabet	PP WB alphabet strip
(E) know the difference between capital and lowercase letters	PP: SW, WB pages: lower case 3-33, uppercase 54-86
<b>(1.7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.</b>	
(A) name and identify each letter of the alphabet	PP: TM, *SW, WB *SW states the letter name to the student.
<b>(1.17) Writing/spelling/penmanship. The student develops the foundations of writing.</b>	
(A) write his/her own name and other important words	PP: TM, SW, WB, WK PP WB pages: lower case 3-33, uppercase 54-86; Names: practice pages: 54-86 Capital letter lessons are places, group review pages are names; pages: 87-89 days of the week; months of the year
(B) write each letter of the alphabet, both capital and lowercase using correct formation, appropriate size, and spacing	PP: SW, WB pages: lower case 3-33, uppercase 54-86 PP WB different lined paper pages 75-80
(D) write messages that move left-to-right and top-to-bottom on the page	PP WB
(E) gain increasing control of penmanship such as pencil grip, paper position, and posture	PP: TM, WB
(F) use word and letter spacing and margins to make messages readable	PP WB
(G) use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points	PP WB practice pages 54-86 Capital letter lessons are places, group review pages are names; pages: 87-89 days of the week; months of the year; 96-100 sentences

***Write-On Handwriting™***  
**Correlated to the**  
**Texas English Language Arts and ESL State Standards**

**Grade 2**

The following references are from appropriate components in the *Write-On Handwriting™* program that align to the Texas English Language Arts and English as a Second Language State 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
<b>(2.15) Writing/spelling/penmanship. The student composes original texts using the conventions of written language such as capitalization and handwriting to communicate clearly.</b>	
(A) gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke, and posture, and using correct letter formation, appropriate size, and spacing	PP: TM, SW, WB, WK PP WB pages: lower case 3-33, uppercase 54-86; Names: practice pages: 54-86 Capital letter lessons are places, group review pages are names; pages: 87-89 days of the week; months of the year
(B) use word and letter spacing and margins to make messages readable	PP WB
(C) use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points	PP WB practice pages 54-86 Capital letter lessons are places, group review pages are names; pages: 87-89 days of the week; months of the year; 96-100 sentences
<b>(2.16) Writing/spelling. The student spells proficiently.</b>	
(B) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop)	PP WB practice pages 34-53 PP WK

**Write-On Handwriting™**  
**Correlated to the**  
**Texas English Language Arts and ESL State Standards**

**Grade 3**

The following references are from appropriate components in the *Write-On Handwriting™* program that align to the Texas English Language Arts and English as a Second Language State 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
<b>(3.15) Writing/spelling/penmanship. The student composes original texts using the conventions of written language such as capitalization and handwriting to communicate clearly.</b>	
(A) gain more proficient control of all aspects of penmanship	PP: TM, SW, WB CC: TM, SW, WB
(B) use basic capitalization and punctuation such as . . . proper nouns	PP WB practice pages 54-86 Capital letter lessons are places, group review pages are names; pages: 87-89 days of the week; months of the year; 96-100 sentences
<b>(3.16) Writing/spelling. The student spells proficiently.</b>	
(B) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop)	PP WB practice pages 34-53 PP and CC: WK

***Write-On Handwriting™***  
**Correlated to the**  
**Texas English Language Arts and ESL State Standards**

**Grade 4 and Grade 5**

The following references are from appropriate components in the *Write-On Handwriting™* program that align to the Texas English Language Arts and English as a Second Language State 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 Component</i>
<b>(4.16) Writing/spelling/penmanship. The student composes original texts using the conventions of written language such as capitalization and handwriting to communicate clearly.</b>	
(A) write legibly by selecting cursive or manuscript as appropriate	PP: TM, SW, WB, WK CC: TM, SW, WB, WK