

# Appendix D

Handwriting and Spelling

K-5

## HANDWRITING

The *Foundations* program is used as the foundation for letter development in print beginning in kindergarten. The *Handwriting Without Tears* program is used for cursive instruction beginning in the second semester of second grade.

### PRINT

*Foundations* builds foundational letter formation skills, presented through the reading, writing, and language standards. Students are actively engaged in learning through the use of multisensory techniques, with sounds, their representative letters, and words with spelling options. Multiple opportunities for handwriting practice and application is provided to build mastery.

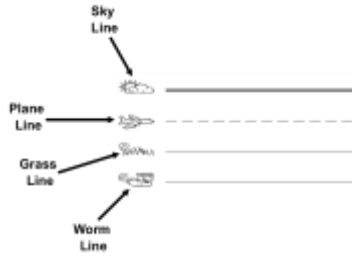
Preschool, kindergarten and first grade use *Foundations* handwriting. All kindergarten students receive the program throughout the year. In first grade, all students participate for the first 6 weeks, then BSIP students continue for the remainder of the year.

**Preschool:** INTRODUCTION: *Foundations* is a multisensory and systematic phonics, spelling, and handwriting program. It also includes a supplementary activity set for Pre-K students.

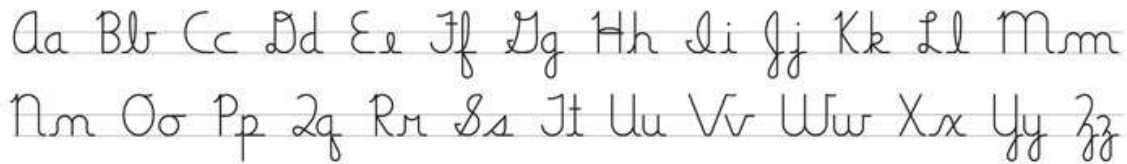
**Kindergarten:** INTRODUCTION: The *Foundations* kindergarten program incorporates hands-on activities and good handwriting habits to develop strong writers. The program engages students with fine motor activities and child-friendly language. Students learn capital and lowercase letter and number formation and how to print using hands-on materials and developmentally appropriate activities. Fine motor work prepares students for pencil and paper success with handwriting.

**First grade:** GUIDED PRACTICE: Through the *Foundations* level one program, first grade students will continue the developmental progression of print through multisensory activities for letter formation and sound-symbol knowledge.

**Second grade:** MASTERY AND CONSISTENT USE: Emphasis on review and mastery to achieve print fluency. Activities incorporating language arts skills and practice on different styles of lines are included.



## CURSIVE



**Second grade:** INTRODUCTION: Introduce cursive handwriting using *The Handwriting Without Tears* book at the end of second grade. *Kick Start Cursive* introduces children to lowercase letters, connections, and capitals. It offers just the right amount of cursive to help your second graders practice letters, write their names, and set them up for future cursive success in third grade.

**Third grade:** GUIDED PRACTICE: Instruct and reinforce cursive letters with expectations for proficiency in letter formation. Activities combine handwriting instruction with paragraph, poem, composition, and language arts.

**Fourth grade:** PRACTICE: Practice cursive handwriting by incorporating expectations for cursive on certain assignments.

**Fifth grade:** TRANSITION: Transition to consistent cursive use by incorporating expectations for cursive on certain assignments.

**Middle grades:** MASTERY: Consistent use of neat handwriting or typed text on all assignments, with exceptions for prewriting, drafts and editing in written works. This expectation excludes student journals and notes.

## SPELLING

**Kindergarten:** During whole group instruction, students are introduced to new sight words each week. The sight words are then displayed on the word wall for students to use in their

writing. The students are also introduced to word families. In addition to whole group practice, sight words and word families are also practiced regularly during small group center time.

**First grade:** Spelling words taken from *Journeys* stories, including vocabulary and word families. Journeys word family and phonics patterns used for routine instruction. Word wall is displayed and used consistently. Students responsible for spelling all word wall words correctly in both formal and informal writing. No formal spelling test.

Through the *Foundations* level one program, first grade students learn to segment and spell words in correspondence to decoding patterns.

**Second grade:** Spelling words taken from *Journeys* story. Twelve words introduced weekly building to 20 by June. Words are derived from sight words and word families and not limited to a prescribed list to encourage phonetic awareness. Students responsible for spelling all word wall words correctly in both formal and informal writing. Bi-weekly spelling tests. Assessed words may differ somewhat from the prescribed study list to encourage phonetic awareness and higher order thinking skills by applying spelling rules to various derivatives.

**Third grade:** Spelling words taken from the Journey series. *Journeys and Daily 3* are used for routine instruction. Word wall displayed and used consistently. Students responsible for spelling all word wall words correctly in both formal and informal writing. Formal spelling test given every two weeks. Assessed words may differ somewhat from the prescribed study list to encourage phonetic awareness and higher order thinking skills by applying spelling rules to various derivatives.

**Fourth grade:** Spelling words taken from 4-blocks *Working with Words* book and supplemented with content area vocabulary. Working with words activities used for routine instruction. Word wall displayed and used consistently. Students responsible for spelling all word wall words correctly in both formal and informal writing. Formal spelling test given every month. Students will be presented with new word wall words each month, and also repeat words that were often misspelled on past assessments. Assessed words may differ somewhat from the prescribed study list to encourage phonetic awareness and higher order thinking skills by applying spelling rules to various derivatives. Cursive handwriting used.

**Fifth grade:** Spelling words taken from our core novels and *Journeys*, specifically students will work with words to identify and understand prefixes, suffixes, and Greek and Latin roots. Knowledge and spelling test will be given every other week. Assessed words may differ somewhat from the prescribed words study to encourage phonetic awareness and higher order thinking skills by applying spelling rules to various derivatives. Content area word wall displayed and used consistently. Students will be expected to spell word walls correctly in formal and informal writing. Cursive handwriting used.

**Middle grades:** Spelling is developed through applied writing and vocabulary development.

## **WORKING WITH WORDS OVERVIEW**

Classrooms from grades kindergarten through fifth should display a colorful, organized word wall. The word wall helps support the goals, listed below, of the Working with Words block within a balanced literacy program.

1. To teach correct spelling of high-frequency words, irregularly spelled words
2. To teach key words containing prefixes, suffixes, spelling changes and use to decode, spell and build meaning
3. To teach that rhyming words are not always easy to decode because of 2 spelling patterns
4. To apply "cross-check" and "visual check" systems as they engage in meaningful systems for reading and writing.

### **Program Guidelines for Working with Words**

- At least 5 new high-frequency words are introduced each week in addition to other vocabulary.
- One 20-minute lesson should be scheduled, typically on a Monday, to introduce the new words.
- On-going practice throughout the week should include at least 2 more brief lessons referencing the word wall, such as: making words, word sorts, word detectives, scavenger hunts, What Looks Right?, and Guess the Covered Word games.
- Spelling and handwriting practice should be combined to alleviate unnecessary homework.