

# Written-Language Production Standards

## ANCHOR STANDARDS

adapted from the "Written-Language Production Standards for Handwriting & Keyboarding"  
retrieved from [www.hw21summit.com](http://www.hw21summit.com)

### Handwriting Standards

#### Form and Production

**HW.1** From legible letters, numerals, and punctuation using manuscript writing, demonstrating an understanding of the basic features of print direction (top to bottom, left to right across a page).

**HW.2** Demonstrate an understanding of proper proportion and size as well as appropriate spacing between letters, words, sentences, and paragraphs in manuscript writing.

**HW.3** Write legibly in cursive, demonstrating an understanding of proper proportion, size, and slant; joinings between letters; and appropriate spacing between letters, words, sentences, and paragraphs.

#### Writing Application

**HW.4** Produce shorter and longer written text by applying handwriting skills appropriate to grade level, task and audience.

### Keyboarding Standards

#### Production

**KB.1** Use a keyboard and related devices to create accurately typed letters, words, and sentences appropriate for grade level and task.

**KB.2** Demonstrate an understanding of automatic spacing (e.g., kerning, leading, line turns) and deliberate space and size choices (e.g., size and formatting) in electronic documents.

#### Word Processing

**KB.3** Create, save, access, and edit electronic documents by applying keyboarding skills appropriate to grade level and task.

**KB.4** Demonstrate knowledge of basic/intermediate word processing skills (e.g., inserting images, formatting text, using spell checking and thesaurus tools, accessing special characters, and creating tables).

<b>Kindergarten</b> <b>Written-Language Production Standards</b> Shading indicates standards for instruction each quarter	1st Q	2nd Q	3rd Q	4th Q
<b>Handwriting Standards</b>				
<b>Form and Production</b>				
<b>HW.K.1 Identify and print letters and numerals with assistance on grade-level appropriate lined paper.</b>				
<i>a. Identify and create basic manuscript lines (vertical, horizontal, circle, slant).</i>				
<i>b. Form lines and letters following the organization of print (left to right, top to bottom).</i>				
<i>c. Identify and print with assistance most uppercase and lowercase letters.</i>				
<i>d. Begin short letters at the midpoint dotted line and end them on the lower line/baseline.</i>				
<i>e. Begin tall letters at the top line and end them on the lower line/baseline.</i>				
<b>HW.K.2. With assistance, produce printed letters, words, and sentences with proper proportion, size, and spacing on grade-level appropriate paper.</b>				
<i>a. Control size of uppercase letters between top and bottom lines.</i>				
<i>b. Begin to print letters with proper proportions of ascenders and descenders (e.g., descenders should approach lower dotted line, ascenders should approach top line, midpoints should align with midpoint dotted line).</i>				
<i>c. With assistance, print whole words with correct spacing between letters (e.g., letters should not touch or “crash” into each other).</i>				
<i>d. With assistance, print sentences with correct spacing between words (e.g., spaces between words should be the size of an individual letter) and between sentences (e.g., spaces between sentences should be the size of two letters).</i>				
<b>(HW.3 begins in 2nd grade)</b>				
<b>Writing Application</b>				
<b>HW.K.4. With assistance, use letters and letter-like forms to produce written text.</b>				
<i>a. Print letters and letter-like forms to create identifiable words.</i>				
<i>b. Print first and last name.</i>				

<b>Kindergarten</b>	1st Q	2nd Q	3rd Q	4th Q
<b>Written-Language Production Standards</b>				
Shading indicates standards for instruction each quarter				
<b>Keyboarding Standards</b>				
<b>Word Processing</b>				
<b>KB.K.3. With assistance, identify a keyboard and mouse and begin to apply basic keyboarding skills.</b>				
<i>a. Understand that a keyboard contains letters and numbers.</i>				
<i>b. Identify several letters on a keyboard.</i>				
<i>c. Identify numbers on a number pad.</i>				
<i>d. Identify a mouse.</i>				
<i>e. Identify all letters on a keyboard and that they are not in alphabetical order</i>				
<i>f. Introduce using left hand to depress letter keys on the left side of the keyboard and vice versa.</i>				
<i>g. Identify the space bar and its function.</i>				
<i>h. Use a mouse and understand "clicking" and "double clicking."</i>				

<b>1st Grade</b>				
<b>Written-Language Production Standards</b>	1st Q	2nd Q	3rd Q	4th Q
Shading indicates standards for instruction each quarter				
<b>Handwriting Standards</b>				
<b>Form and Production</b>				
<b>HW.1.1 Independently print legible letters, numerals, and punctuation on grade-level appropriate lined paper.</b>				
<i>a. Identify and form uppercase and lowercase letters independently and legibly, with minimal rotations or reversals.</i>				
<i>b. Identify and form sentence end punctuation (period, exclamation point, question mark).</i>				
<i>c. Begin short letters at the midpoint dotted line and end them on the lower line/baseline.</i>				
<b>HW.1.2 Produce printed letters, words, and sentences with proper proportion, size, and spacing on grade-level appropriate paper.</b>				
<i>a. Control size of uppercase letters relative to lowercase letters.</i>				
<i>b. Print letters with ascenders approaching top line and descenders approaching bottom line.</i>				
<i>c. Align letter midpoints with midpoint dotted line.</i>				
<i>d. Print whole words with correct spacing between letters.</i>				
<i>e. Print sentences using correct spacing between words and between sentences.</i>				
<i>f. Print two-digit numerals using correct spacing.</i>				
Zaner Bloser suggested sequence	Ll, li, Tt, Oo, Aa, Dd, ?, !	Cc, Ee, Ff, Gg, Jj, Qq	Uu, Ss, Bb, Pp,Rr, Nn, Mm Hh	Vv, Yy, Ww, Xx, Kk, Zz
<b>(HW.3 begins in 2nd grade)</b>				
<b>Writing Application</b>				
<b>HW.1.4 Use letters and words to produce written sentences.</b>				
<i>a. Print identifiable words within sentences to create a story or response.</i>				
<i>b. Print first and last name legibly.</i>				

<b>1st Grade</b>				
<b>Written-Language Production Standards</b>	1st Q	2nd Q	3rd Q	4th Q
Shading indicates standards for instruction each quarter				
<b>Keyboarding Standards</b>				
<b>Word Processing</b>				
<b>KB.1.3 Demonstrate basic knowledge of keyboard entry and mouse clicking.</b>				
<i>a. Use left hand to depress letter keys on the left side of the keyboard and vice versa.</i>				
<i>b. With different fingers and both hands, type the alphabet in order using a keyboard.</i>				
<i>c. Identify the Enter key and its function.</i>				
<i>d. Understand that clicking the mouse makes an insertion point in a document.</i>				
<i>e. Use the mouse to highlight (double-click) a word.</i>				

<b>2nd Grade</b>				
<b>Written-Language Production Standards</b>	1st Q	2nd Q	3rd Q	4th Q
Shading indicates standards for instruction each quarter				
<b>Handwriting Standards</b>				
<b>Form and Production</b>				
<b>HW.2.1 Form all uppercase and lowercase letters legibly in manuscript, with no rotations or reversals</b>				
<i>a. Consistently maintain proper proportion of ascenders, descenders, and letter parts.</i>				
<i>b. Self-assess manuscript legibility against models</i>				
<i>c. Print sentences that begin with uppercase letters and that include end and internal punctuation.</i>				
<b>HW.2.2. Use grade-level appropriate paper to produce printed letters, words, and sentences with proper proportion, size, and spacing.</b>				
<i>a. Print manuscript letters with proper spacing relative to top, bottom, and midlines.</i>				
<i>b. Print words and sentences using correct spacing between letters, words, and sentences.</i>				
<i>c. Print paragraphs using correct indentation and appropriate margins.</i>				
<b>HW.2.3 Understand that cursive writing is different from manuscript.</b>				
<i>a. Begin to understand the difference between manuscript and cursive writing by matching manuscript letters to their cursive counterparts and identifying where joinings occur.</i>				
<i>b. Identify and create four basic cursive lines (undercurve, downcurve, overcurve, slant).</i>				
<i>c. Form individual lowercase cursive letters and numerals with acceptable legibility.</i>				
<i>d. Write letters in cursive using consistent slant.</i>				
<i>e. Form joinings to connect letters, maintaining proportion of letters to joinings.</i>				
<b>Writing Application</b>				
<b>HW.2.4 Produce written text, including multiple sentences organized into paragraphs.</b>				
<i>a. Print identifiable words and sentences within paragraphs to create a story or response.</i>				

<b>2nd Grade</b>	1st Q	2nd Q	3rd Q	4th Q
<b>Written-Language Production Standards</b>				
Shading indicates standards for instruction each quarter				
<b>Keyboarding Standards</b>				
<b>Production</b>				
<b>KB.2.1 Begin to use a keyboard to enter text.</b>				
<i>a. Identify and use the home keys (A, S, D, F, J, K, L, ;).</i>				
<i>b. Use the Shift key to capitalize.</i>				
<i>c. Identify and use punctuation on the keyboard, including punctuation needing the Shift key (:, ", ?).</i>				
<i>d. Type letters and words while looking at the keyboard.</i>				
<b>KB.2.2 Demonstrate an understanding of proper spacing in electronic text.</b>				
<i>a. Use the spacebar to place spaces between words.</i>				
<b>Word Processing</b>				
<b>KB.2.3 Know and apply grade-level keyboarding skills.</b>				
<i>a. Find home keys by their "bumps" without looking at keyboard.</i>				
<i>b. Identify which fingers type which letters on standard QWERTY keyboard.</i>				
<i>c. Use the left little finger on the Shift key to capitalize letters on the right side of the keyboard and vice versa.</i>				
<i>d. Understand the difference between the Shift and Caps Lock keys.</i>				
<i>e. Use thumb to depress the space bar.</i>				
<i>f. Type non-word drills while looking at the keyboard.</i>				

<p style="text-align: center;"><b>3rd Grade</b>  <b>Written-Language Production Standards</b>                      Shading indicates standards for instruction each quarter</p>	1st Q	2nd Q	3rd Q	4th Q
<b>Handwriting Standards</b>				
<b>Form and Production</b>				
<b>HW.3.2</b> Produce words, sentences, and paragraphs with proper proportion, size, and spacing on lined paper using manuscript writing.				
<b>HW.3.3.</b> Form legible letters and numerals using cursive writing.				
<i>a. Form individual uppercase and lowercase cursive letters and numerals with acceptable legibility.</i>	Lower	Upper	Upper	
<i>b. Form cursive words using correct spacing between letters and proportional letter sizes.</i>				
<i>c. Form sentences using cursive handwriting with correct spacing between words and with punctuation.</i>				
<i>d. Form cursive paragraphs using proper indentation and margins.</i>				
<i>e. Self-assess cursive legibility using model letters and words.</i>				
<b>Writing Application</b>				
<b>HW.3.4</b> Know and apply grade-level handwriting skills.				
<i>a. Understand when cursive and manuscript may be used and choose appropriately for the task and audience.</i>				

<p style="text-align: center;"><b>3rd Grade</b>  <b>Written-Language Production Standards</b>                      Shading indicates standards for instruction each quarter</p>	1st Q	2nd Q	3rd Q	4th Q
<b>Keyboarding Standards</b>				
<b>Production</b>				
<b>KB.3.1 Use a keyboard to create electronic documents.</b>				
<i>a. Consistently use the home keys (A, S, D, F, J, K, L, ;).</i>				
<i>b. Type words and sentences with punctuation.</i>				
<i>c. Use the Enter key to create new paragraphs.</i>				
<i>d. Use the Backspace and Delete keys to remove text.</i>				
<b>KB.3.2 Demonstrate an understanding of proper spacing in electronic text.</b>				
<i>a. Enter one space between words and after punctuation marks.</i>				
<b>Word Processing</b>				
<b>KB.3.3 Know and apply grade-level keyboarding skills to create documents</b>				
<i>a. Type most high-frequency words (the, I, and, etc.) and first and last name without looking at keyboard.</i>				
<i>b. Increase the proportion of time looking away from the keyboard.</i>				
<i>c. Know and apply grade-level skills with other devices (e.g., use a mouse to highlight portions of text, use right-click to access alternative menus.)</i>				
<b>KB.4.4 Demonstrate beginning knowledge of word processing skills to produce written text.</b>				
<i>a. Create a new file.</i>				
<i>b. Understand how a computer stores files, and save a file to the correct location.</i>				
<i>c. Retrieve a saved file.</i>				
<i>d. Experiment with basic text formatting tools to change font, size, color, and style (bold, italic, underline), using both menus and key commands.</i>				
<i>e. Insert an image into text.</i>				

<b>4th Grade</b> <b>Written-Language Production Standards</b> Shading indicates standards for instruction each quarter	1st Q	2nd Q	3rd Q	4th Q
<b>Handwriting Standards</b>				
<b>Form and Production</b>				
<b>HW.4.2 Maintain legibility in manuscript writing.</b>				
<b>HW.4.3 Form legible letters and numerals using cursive writing.</b>				
<i>a. Write words, using proper joinings, legibly in cursive.</i>				
<i>b. Legibly write sentences and paragraphs in cursive with proper spacing.</i>				
<b>Writing Application</b>				
<b>HW.4.4 Know and apply grade-level handwriting skills.</b>				
<i>a. Choose handwriting or keyboarding as appropriate for the task and audience.</i>				

<b>4th Grade</b>				
<b>Written-Language Production Standards</b>	1st Q	2nd Q	3rd Q	4th Q
Shading indicates standards for instruction each quarter				
<b>Keyboarding Standards</b>				
<b>Production</b>				
<b>KB.4.1 Use a keyboard to create written documents.</b>				
<i>a. Consistently use the home keys.</i>				
<i>b. Consistently type words and sentences with punctuation without looking at the keyboard.</i>				
<i>c. Type special characters (\$, #, *, etc.) as needed with proper finger strokes, including little finger on the Shift key.</i>				
<b>KB.4.2 Demonstrate an understanding of proper spacing in electronic text.</b>				
<i>a. Use the spacebar and Tab key as appropriate for the deliberate spacing of typed text.</i>				
<i>b. Recognize the space differences (kerning) between common typefaces (e.g., Arial versus Times New Roman).</i>				
<b>Word Processing</b>				
<b>KB.4.3 Know and apply grade-level keyboarding skills</b>				
<i>a. Use keyboarding skills for a variety of class work.</i>				
<i>b. Type at least one page in a single setting.</i>				
<b>KB.4.4 Demonstrate beginning knowledge of word processing skills to produce written text.</b>				
<i>a. Transfer hand-written work into a typed document.</i>				
<i>b. Use menu and ruler formatting tools to change margins.</i>				
<i>c. Use menu-driven commands to change paragraph settings (justification, indentation, line spacing).</i>				
<i>d. Use Spell Check and Thesaurus in electronic documents.</i>				

<b>5th Grade Written-Language Production Standards</b>	1st Q	2nd Q	3rd Q	4th Q
Shading indicates standards for instruction each quarter				
<b>Handwriting Standards</b>				
<b>Form and Production</b>				
HW.5.2 Maintain legibility in manuscript writing.				
HW.5.3 Maintain legibility in cursive.				
<b>Writing Application</b>				
HW.5.4 Know and apply grade-level handwriting skills.				
a. Choose handwriting or keyboarding as appropriate for the task and audience.				
<b>Keyboarding Standards</b>				
<b>Production</b>				
KB.5.1 Maintain and incorporate previously learned keyboarding skills.				
KB.5.2 Demonstrate an understanding of spacing choices in electronic text.				
a. Understand and create superscript and subscript text.				
b. Understand paragraph spacing (single-spaced, double-spaced) and spacing between lines of a paragraph (leading).				
c. Understand paragraph justification and use the paragraph justification menu.				
<b>Word Processing</b>				
KB.5.3 Know and apply grade-level keyboarding skills.				
a. Type most words and sentences without looking at the keyboard.				
b. Use numeric keypad for entry of numbers as appropriate for the task.				
c. Access function keys as needed in software applications.				
d. Type at least two pages in a single setting.				
KB.5.4 Demonstrate knowledge of advanced word processing skills to produce written text.				
a. Electronically edit a previously saved document.				
b. Use common keyboard shortcuts (e.g., CTRL + c to copy, CTRL + z to cut, CTRL + v to paste).				
c. Navigate to save a file to removable media (flash drive, CD-ROM).				
d. Demonstrate efficient text editing (copy and paste, highlight and move, keystrokes) techniques.				
e. Insert tables into documents.				

# Handwriting Rationale

## Manuscript and Cursive

From the Introduction to  
*Written-Language Production Standards  
for Handwriting and Keyboarding (K-8)*  
<http://www.hw21summit.com>

*Handwriting is a foundational skill crucial for literacy success. It teaches letter formation and supports reading and language acquisition. Handwriting advances neurological development and augments writing fluency. Handwriting letters leads directly to reading acquisition. According to the National Reading Panel, letter knowledge and phonemic awareness are the two best predictors of reading proficiency. Writing letters by hand has been proven to help children recognize and remember letters more easily than if they typed them (James, 2012; Longcamp et al., 2005; Berninger et al., 2002, 2006; NICHD, 2000).*

*Handwriting instruction supports automaticity, speed, and output. When students develop the fine motor skills that accompany learning to write by hand, their speed and output increase (Graham & Harris, 2005; Graham & Weintraub, 1996). Additionally, with consistent handwriting practice, the processes involved become less demanding and more automatic, enabling students to devote a higher amount of neurological resources to critical thinking and thought organization (Peeverly, 2012). Students require manuscript handwriting skills in order to become accustomed to the common letterforms in books and environmental text.*

*Cursive (also known as script) handwriting skills are necessary for students to decipher teachers' comments on written assignments, to pen their signatures, and to read a variety of historical documents—including the founding papers of the United States of America. As students become acquainted with both manuscript and cursive handwriting, they are better able to determine their preference for the handwriting style (manuscript, cursive, or manuscript-cursive hybrid) that best serves them in terms of speed, automaticity, and output for note taking, in-class assignments, and high-stakes tests.*