

## Arizona handwriting Standard

(as per Arizona Department of Education <http://www.arkansased.org/teachers/frameworks2.html#language> )

**Updated 2009**

### **Kindergarten**

- Write the 26 letters of the alphabet in:
  - lower case
  - upper case
- Distinguish between upper and lower case letters.
- Use capital letters to begin “important” words, although may be inconsistent or experimental.
- Use spaces between words.
- Write left to right and top to bottom.
- Use punctuation in writing, although may be inconsistent or experimental.
- Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., *I lik t d nts.* – I like to draw knights.)
- Use resources (e.g., **environmental print, word walls**) to spell correctly.
- Write own name on personal work.
- Create **narratives** by drawing, dictating, and/or emergent writing.
- Participate in writing simple poetry, rhymes, songs, or chants.
- Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.
- Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).
- Participate in writing communications, with teacher as scribe, including:
  - **friendly letters**
  - thank-you notes

## Grade 1

- Write legibly.
- Write **simple sentences**.
- Incorporate conventions into own text, including:
  - spacing between words
  - spacing between lines
  - consistent left-right and up-down orientation
  - placement of title
- Use capital letters correctly for:
  - the pronoun I
  - the beginning of a sentence
  - names
- Punctuate endings of sentences using:
  - periods
  - question marks
  - exclamation points
- *Use resources (e.g., **environmental print**, **word walls**, dictionaries) to spell correctly.*
- *Write own name on personal work.*
- Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).
- *Participate in writing communications, with teacher as scribe, including*
  - **friendly letters**
  - thank-you notes

## Grade 2

- Write legibly.
- Write **simple sentences**.
- Use a variety of sentence beginnings and lengths.
- *Use capital letters for:*
  - *the pronoun I*
  - *the beginning of a sentence*
  - **proper nouns** (i.e., names, days, months)
- *Punctuate endings of sentences using:*
  - *periods*
  - *question marks*
  - *exclamation points*

- Use commas to punctuate:
  - items in a series
  - greetings and closings of letters
  - dates
- Use a colon to punctuate time.
- Use apostrophes to correctly punctuate contractions.
- Write simple poetry, rhymes, or chants.
- Write expository texts (e.g., labels, lists, observations, journals).
- *Participate in creating simple summaries from informational texts, graphs, tables, or maps.*
- *Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).*
- Write communications, including:
  - **friendly letters**
  - thank-you notes

### Grade 3

- Write legibly.
- Write simple and compound sentences.
- Use capital letters for:
  - proper nouns (i.e. names, days, months)
  - titles
  - names of places
  - abbreviations
  - literary titles (i.e. book, story, poem)
- Record information (e.g. observations, notes, list, charts, map labels and legends) related to the topic.
- *Punctuate endings of sentences using:*
  - *periods*
  - *question marks*
  - *exclamation points*
- *Use commas to punctuate:*
  - *items in a series*
  - *greetings and closings of letters*
  - *dates*
- Record information (e.g. observations, notes, list, charts, map labels and legends) related to the topic.
- Write an expository paragraph that contains:
  - a topic sentence
  - supporting details
  - relevant information

- Write in a variety of expository forms (e.g. summary, newspaper article, reflective paper, log, journal).
- Write a variety of functional text (e.g. directions, recipes, procedures, rubrics, labels, graphs/ tables).
- Write communications, including:
  - thank-you notes
  - friendly letters
  - formal letters
  - messages
  - invitations

#### **Grade 4**

- Write legibly.
- Write simple and compound sentences.
- Use capital letters correctly. (see 3<sup>rd</sup> grade examples)
- Record information (e.g. observations, notes, lists, charts map labels and legends) related to the topic.
- Write in a variety of expository forms (e.g. essay, summary newspaper article, reflective paper, log, journal).
- Write a variety of functional text (e.g. directions, recipes, procedures, rubrics, labels, graphs/tables).
- Write communications correctly. (see 3<sup>rd</sup> grade examples)

#### **Grade 5**

- Write legibly.
- Use a structure that fits the type of writing (e.g. letter format, narrative, lines of po
- Place details appropriately to support the main idea.
- Create an ending that provides a sense of resolution or closure.
- Construct a paragraph that groups sentences around a topic.
- Write simple and compound sentences.
- Use capital letters correctly for proper nouns.
- Punctuate endings of sentences correctly.
- Use commas to punctuate correctly.
- Use quotation marks to punctuate simply dialog and titles.
- Use the parts of speech correctly in simple sentences.
- Write an expository paragraph correctly.
- Write in a variety of expository forms.
- Write a variety of functional text.
- Write communications correctly. (see 3<sup>rd</sup> grade examples)
- Write a reflection to a literature selection (e.g. journal entry, book review).

- Write an informational report that includes main ideas and relevant details.