

Hawaii Handwriting Standards

(As per <http://standardstoolkit.k12.hi.us/index.html>)

Updated 2009

The standard that most directly addresses Hawaii's handwriting is Standard 4: Writing: Conventions and Skills--Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms. The specific benchmarks that address handwriting are as follows:

Kindergarten

LA K.4.3 Write upper-and lower-case letters independently, attending to form and spatial alignment

Grade one

LA.1.4.2 Write complete sentences

LA 1.4.3 Print legibly using correct spacing, capital letters, and end punctuation to distinguish words and sentences

Grade two

LA 2.4.6 Print legibly and space letters, words, and sentences appropriately

Grade 3

LA 3.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:

- stories with a beginning, middle, and end and poems with sensory details
- short reports on content area topics
- pieces related to completing tasks
- friendly letters
- responses to literature
- pieces to reflect on learning and to solve problems

LA 3.4.6 Write legibly, adhering to margins and correct spacing between letters in a word and words in a sentence

Grade four

LA 4.4.6 Write legibly and fluently in print or cursive

Grade five

LA 5.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:

- narratives that include plot, setting, characters, and a conflict
- poems that use figurative language to convey a theme or impression
- reports incorporating a framing question and including research from two or more sources
- responses to literature
- pieces related to completing tasks
- notes summarizing what they have read or heard
- pieces to reflect on learning and to solve problems

LA 5.4.5 Edit writing to correct use of following punctuation:

- parentheses
- commas with relative clauses
- commas with appositives, if needed