

l b f h k e

a c d g qu o

i j r s u w or

y or y t p or p

m n v x g

l b f h k e

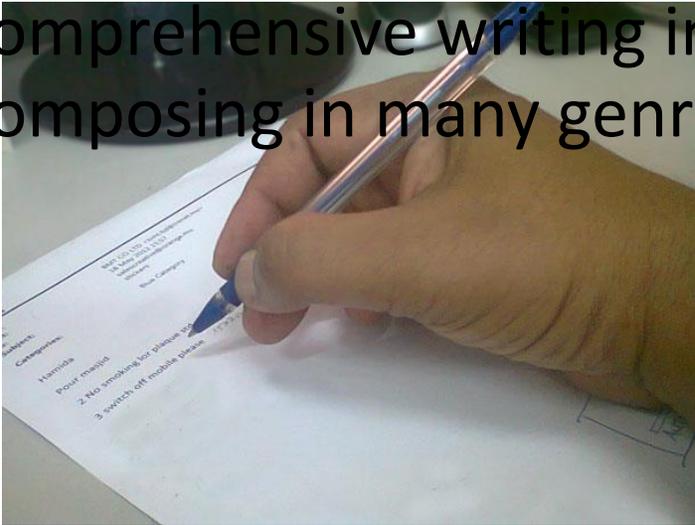
a c d g qu o

i j r s u w or

ly or ly t p or p

m n r x y

- Always name letter at each stage—facilitates retrieval and fluency.
- Always teach for transfer—follow letter writing practice with composing.
- Teach letter writing and integrate with comprehensive writing instruction that includes composing in many genre.



Daily practice

- *Start with the first letters introduced.*

Difficult connections *h a v w*

“One effective, research-supported way to do this is to teach handwriting at the beginning of writing lessons as the “warm-up” just as athletes do warm-up exercises before the game and musicians do warm-up exercises before the concert.

The warm-up is then followed by spelling and composing instruction. Handwriting instruction does not have to take up a sizable amount of instructional time. Less can be more, especially if handwriting is taught as a tool for idea expression in written words and text.” (Berninger, 2013)

- Unless handwriting is taught in a way to show children how it can be used in expression of ideas in words and text, writing skills are unlikely to develop in optimal ways.

The goal is to provide an automatic, legible tool that enhances all aspects of language.

Secure motor patterns eventually allow handwriting to be such a habitual skill that the mind is free to think while the arm and hand automatically produce the words chosen by the mind. Getman (1984)

- In longitudinal research at the U of W, individual differences predicted who did best with manuscript, cursive, and keyboarding.
- First graders with low handwriting skill improved whether **taught** cursive or printing.
- No clear research evidence supports either manuscript or cursive being better than the other.

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