

LEARNING Without Tears™

Handwriting Without Tears
Building Writers



Correlations to the Florida B.E.S.T. Standards for ELA:
Communication

Strand: Communication. Standard: Communicating Through Writing**KINDERGARTEN**

CODE	STANDARD	COMPONENT AND LOCATION
ELA.K.C.1.1	Print many upper-and lowercase letters	<p>Teacher’s Guide:</p> <p><i>Letters and Numbers for Me Teacher’s Guide</i> UPPER CASE: throughout, e.g., pp. 44–45, 46–51, 52–57, 58–64, 115, 120 LOWER CASE: throughout, e.g., pp. 65, 67–71, 72–79, 80–85, 86–95, 96–103, 104–108, 111–128, 147–179</p> <p>Student Activity Books:</p> <p><i>Letters and Numbers for Me</i> UPPER CASE: Activities throughout, e.g., pp. 6–7, 8–13, 14–20–26, 69, 74 LOWER CASE: Activities throughout, e.g., pp. 27–35, 36–41, 42–45, 46–51, 52–59, 60–65</p>
ELA. K.C.1.2	Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order	<p>Teacher’s Guide:</p> <p><i>Letters and Numbers for Me Teacher’s Guide</i> pp. 121, 127 Cross-Curricular Connection pp. 65, 75</p> <p>Student Activity Books:</p> <p><i>Letters and Numbers for Me</i> pp. 75, 81 <i>Building Writers A</i> pp. 8,9, 13, 14, 15, 16, 17 ,20, 21, 22, 35</p>
ELA. K.C.1.3	Using a combination of drawing, dictating, and/or writing express opinions about a topic or text with at least one supporting reason	<p>The opportunity exists using the “My Opinion” template in the A+ Worksheet Maker.</p> <p><i>Building Writers A:</i> pp. 64-80</p>
ELA.K.C.1.4	Using a combination of drawing, dictation, and/or writing, provide factual information about a topic	<i>Building Writers A:</i> pp.38-61

ELA.K.C.1.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing

Teacher’s Guide:

Letters and Numbers for Me Teacher’s Guide. The opportunity for guidance and support from adults to improve drawing and writing exists throughout using the *Learning Without Tears* scaffolded teaching model which incorporates guided practice as an integral part of teaching.

Cross-Curricular Connection pp. 54, 55, 56,58,59, 61, 63,64, 73, 74, 75, 76, 77, 82, 83, 84, 86, 87, 88, 89, 90, 93,95, 96, 102,105,106, 107, 115,117, 120, 121, 125,126, 138

Graphic organizers for writing can be found in the A+ Worksheet maker.

Student Activity Books:

Letters and Numbers for Me. The opportunity to improve drawing and writing exists throughout. e.g. 22, 28, 33, 40, 41, 47, 49, 53

Building Writers A

The opportunity to plan, revise, and edit exists throughout, e.g. Narrative pp. 4–31 Information/Expository pp. 37–57 Opinion pp. 68–85.

Hands-On manipulatives

Blackboard with Double Lines

1st grade

CODE	STANDARD	COMPONENT AND LOCATION
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ELA.1.C.1.1	Print all upper-and lowercase letters	<p>Teacher’s Guide:</p> <p>My Printing Book Teacher’s Guide Lesson Plans pp. 61, 65, 67, 71, 73, 75, 79,80,85, 89, 90,95, 99, 103, 107, 114, 122, 126, 129, 133, 139, 140,141, 142, 143</p> <p>Student Activity Books:</p> <p>My Printing Book Activities Throughout e.g. pp. 17, 21, 23, 27, 29, 31, 35, 36, 41, 45, 46, 51,55, 59, 63, 68, 76, 80, 83, 87, 89, 90, 91, 92, 93</p> <p>Building Writers Book B Throughout, e.g. pp. 4–5, 8–10, 12–33, 36–47, 49, 51–55, 57–60, 62–67, 70–86</p>
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ELA.1.C.1.2	Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure	<p>Student Activity Books:</p> <p>Building Writers B pp. 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30</p> <p>The opportunity exists for students on pp.31-33 using the checklist on p.7.</p>
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ELA.1.C.1.3	Write opinions about a topic or text with at least one supporting reason from a source and sense of closure	<p>Student Activity Books: <i>Building Writers B</i> pp. 70, 71</p> <p>The opportunity exists for students on pp.74-86 using the checklist on p. 69. The opportunity exists using the "My Opinion" template in the A+ Worksheet Maker.</p>
ELA.1.C.1.4	Write expository texts about a topic, using a source, providing facts and a sense of closure	<p>Student Activity Books: <i>Building Writers B</i> pp. 37, 43, 45, 52, 53, 54</p> <p>The opportunity exists for students on pp. 64-67 using the checklist for writing on p.35</p>
ELA.1.C.1.5	With guidance and support from adults, improve writing, as needed, by planning, revising, and editing	<p>The opportunity for guidance and support from adults to improve drawing and writing exists throughout using the <i>Learning Without Tears</i> scaffolded teaching model which incorporates guided practice as an integral part of teaching.</p> <p>Hands-On Manipulatives Blackboard with Double Lines</p>

2nd grade

CODE	STANDARD	COMPONENT AND LOCATION
ELA.2.C.1.1	Demonstrate legible printing skills	<p>Teacher's Guide: <i>Printing Power Teacher's Guide</i> pp. 46-126</p> <p>Student Activity Books: <i>Printing Power.</i> pp. 9-79, 94</p>
ELA.2.C.1.2	Write personal or fictional narratives using a logical sequence of events, transitions, and an ending	<p>Teacher's Guide: <i>Cursive Kickoff Teacher's Guide Cross-Curricular Connections</i> p.103</p> <p>Student Activity Books: <i>Building Writers C</i> pp. 7, 8, 9, 13, 21, 22,23, 26, 27, 30, 31, 35, 36, 35</p> <p>The opportunity exists using the "Sequence Graphic Organizer" and "Story Organizer" template in the A+ Worksheet Maker.</p>
ELA.2.C.1.3	Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion	<p>Student Activity Books: <i>Building Writers C:</i> pp.59, 60, 61, 81, 82, 83, 84, 85, 86</p> <p>The opportunity exists using the "My Opinion" template in the A+ Worksheet Maker.</p>

ELA.2.C.1.4	Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion	<p>Student Activity Books: <i>Building Writers C:</i> pp.37, 39, 43, 54, 55, 56, 57</p>
ELA.2.C.1.5	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers	<p>Teacher’s Guide: The opportunity for guidance and support from adults to improve drawing and writing exists throughout using the <i>Learning Without Tears</i> scaffolded teaching model which incorporates guided practice as an integral part of teaching.</p> <p>Student Activity Books: <i>Building Writers C:</i> pp. 35, 46, 47, 52, 53, 70, 74</p>

3rd grade

CODE	STANDARD	COMPONENT AND LOCATION
ELA.3.C.1.1	Write in cursive in all upper- and lowercase letters	<p>Teacher’s Guide: <i>Cursive Handwriting Teacher’s Guide</i> Lesson Plans throughout, e.g., pp. 41–61, 62–71, 72–79, 80–93, 94–105, 107–112, 117, 118, 119, 120, 121, 122, 123, 124, 125,126, 127, 128, 129, 130, 131, 132, 133, 134 Enrichment pp. 62, 63, 72, 74, 81, 82, 85, 94, 96, 109, 110, 118, 122,123, 128, 131 Cross-Curricular Connections pp. 67, 80</p> <p>Student Activity Books: <i>Cursive Handwriting</i> Activities throughout, e.g., pp. 4–7, 8–27, 28–37, 38–45, 46–59, 60–71, 72–76, 77–94 <i>Building Writers D</i> Students have opportunities to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words throughout the book, although cursive writing is not required.</p>
ELA.3.C.1.2	Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending	<p>Teacher’s Guide: <i>Cursive Handwriting Teacher’s Guide</i> Cross-Curricular Connections p. 129 The opportunity exists using the “Sequence Graphic Organizer” and “Story Organizer” template in the A+ Worksheet Maker.</p> <p>Student Activity Books: <i>Building Writers D</i> pp. 10, 11, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27</p>

<p>ELA.3.C.1.3</p>	<p>Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion</p>	<p>Teacher’s Guide: The opportunity exists using the “My Opinion” template in the A+ Worksheet Maker.</p> <p>Student Activity Books: <i>Building Writers D</i> pp. 57, 59, 61, 62, 64, 65, 67, 68, 69, 70, 71, 73, 75, 76, 77, 78, 79, 80, 83, 86</p>
<p>ELA3.C.1.4</p>	<p>Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaborations, transitions, and a conclusion</p>	<p>Teacher’s Guide: <i>Cursive Handwriting Teacher’s Guide</i> Lesson Plan – Writing p. 128 Cross-Curricular Connections pp. 67, 102</p> <p>Student Activity Books: <i>Building Writers D</i> pp. 32, 33, 34, 37, 39, 45, 46, 47, 48, 49, 52, 53</p>
<p>ELA.3.C.1.5</p>	<p>Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers</p>	<p>The opportunity for guidance and support from adults to improve drawing and writing exists throughout using the <i>Learning Without Tears</i> scaffolded teaching model which incorporates guided practice as an integral part of teaching.</p> <p>Student Activity Book: <i>Building Writers D</i> pp. 38, 50, 51, 64, 68, 72, 76, 78, 81, 82</p>

4th grade

CODE	STANDARD	COMPONENT AND LOCATION
<p>ELA.4.C.1.1</p>	<p>Demonstrate legible cursive writing</p>	<p>Teacher’s Guide: <i>Cursive Success Teacher’s Guide</i> Lesson Plans throughout, e.g., pp. 40–53, 54–59, 60–65, 66–75, 75–86, 88–91, 94–132</p> <p>Student Activity Books: <i>Cursive Success</i> Activities throughout, e.g., pp. 4–7, 8–19, 20–25, 26–31, 32–41, 42–47, 48–51, 52–55, 56–94 <i>Building Writers E</i> Students have the opportunity to write legibly in cursive to complete assignments throughout the book, although cursive writing is not required.</p>

ELA.4.C.1.2	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases	<p>Teacher’s Guide:</p> <p><i>Cursive Success Teacher’s Guide</i> pp.103 The opportunity exists on pp.128–129</p> <p>The opportunity exists using the “Sequence Graphic Organizer” and “Story Organizer” template in the A+ Worksheet Maker.</p> <p>Student Activity Books:</p> <p><i>Cursive Success</i> pp. 63, 90–91</p> <p><i>Building Writers E</i> pp. 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21,23, 24, 25, 27, 29, 30-35</p>
ELA.4.C.1.3	Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions	<p>Teacher’s Guide:</p> <p><i>Cursive Success Teacher’s Guide</i> pp.101. The opportunity exists on pp. 128-129.</p> <p>The opportunity exists using the “My Opinion” template in the A+ Worksheet Maker.</p> <p>Student Activity Books:</p> <p><i>Building Writers E</i> pp. 63-86</p>
ELA.4.C.1.4	Write expository texts about a topic, using multiple sources, elaborations, and an organizational structure with transitions	<p>Student Activity Books:</p> <p><i>Cursive Success.</i> pp.65</p> <p><i>Building Writers E</i> pp. 37, 38, 40, 41, 42, 43, 44, 45, 46, 48, 49, 50, 52, 54, 56, 57, 58, 59</p>
ELA.4.C.1.5	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers	<p>Teacher’s Guide:</p> <p><i>Cursive Success Teacher’s Guide</i> pp. 126–127, 128–129</p> <p>The opportunity for guidance and support from adults to improve drawing and writing exists throughout using the <i>Learning Without Tears</i> scaffolded teaching model which incorporates guided practice as an integral part of teaching.</p> <p>Student Activity Books:</p> <p><i>Cursive Success</i> pp. 88–89, 90–91</p> <p><i>Building Writers E</i> pp. 14, 26, 30, 31, 32, 33, 46, 54, 56, 62, 67, 70, 72, 73, 76, 82, 83</p>

5th grade

CODE	STANDARD	COMPONENT AND LOCATION
ELA.5.C.1.1	Demonstrate fluent and legible cursive writing skills	<p>Teacher’s Guide: <i>Can-Do Cursive Teacher’s Guide</i> Throughout e.g., pp. 4–15, 17–23, 25–30, 33–37, 39–51, 53–78</p> <p>Student Activity Books: <i>Can-Do Cursive</i> Throughout e.g., pp. 6–7, 8–29, 30–64, 65–81, 82–94 <i>Building Writers F</i> Students have the opportunity to write legibly in cursive to complete assignments throughout the book, although cursive writing is not required.</p>
ELA.5.C.1.2	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such dialogue, description, and transitional words and phrases	<p>Teacher’s Guide: <i>Can-Do Cursive Teacher’s Guide:</i> pp. 30, 54 The opportunity exists using the “Sequence Graphic Organizer” and “Story Organizer” template in the A+ Worksheet Maker.</p> <p>Student Activity Books: <i>Can-Do Cursive</i> pp. 88, 89, 90 <i>Building Writers F</i> pp. 6–35</p>
ELA.5.C.1.3	Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions	<p>Teacher’s Guide: The opportunity exists using the “My Opinion” template in the A+ Worksheet Maker.</p> <p>Student Activity Books: <i>Building Writers F</i> pp. 62–86</p>
ELA.5.C.1.4	Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions	<p>Student Activity Books: <i>Can-Do Cursive</i> pp. 85-87 <i>Building Writers F</i> pp. 38–59</p>

ELA.5.C.1.5 Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers

Teacher’s Guide:

Building Writers Teacher Resource

pp. 7, 8, 9

The opportunity for guidance and support from adults to improve drawing and writing exists throughout using the *Learning Without Tears* scaffolded teaching model which incorporates guided practice as an integral part of teaching.

Student Activity Books:

Building Writers F

pp. 18, 24, 25, 26, 30, 31, 40, 41, 54, 55, 56, 64, 70, 72, 74, 77, 78, 84, 85