

Hazlet Township Public Schools



COURSE OF STUDY FOR

Cursive Handwriting Grade 5

July, 2026

Written by: Christine DeSocio

Pacing Guide			
Week	Marking Period 1	Week	Marking Period 1
1	Baseline assessment Review cursive overview- posture, pencil grip, paper position, and entry strokes. Oval letters: a,c,o (lower case); joining oval family letters	6	Undercurve letters: i,t,u (lower case); practice creating connecting strokes to join letters without lifting the pencil
2	Oval letters: d,g,q (lower case); capitalization review	7	Upcurve letters: w,r (lowercase); top exit stroke or connector; continue word formation practice
3	Loop letters : e, l (lower case); writing words review	8	Descenders: p,j (lowercase); practice possessives and apostrophes Begin Bump letters/overcurve: n,m, v (lowercase); writing conjunctions
4	Loop and ascender letters: b,h (lower case); complete sentences (combines grammar, mechanics, and fine motor skills)	9	Continue bump letters/overcurve: n,m, v (lowercase) Bump letters/overcurve: x,y,z (lowercase)
5	Tall loop letters: k,f (lower case); subjects and predicates through cursive writing (combines grammar, sentence structure, and handwriting practice).	10	Review all lower case letters: focus on mastering continuous motion, consistent sizing, fluid transitions, and writing words and sentences benchmark assessment: letter formation, alphabet writing, and word fluency (reading and writing words and sentences)
Week	Marking Period 2	Week	Marking Period 2
11	Uppercase A–F	16	Common joins
12	Uppercase G–L	17	Sight words and vocabulary words
13	Uppercase M–R	18	Sentence writing
14	Uppercase S–Z	19	Review and assessment on all skills

15	Writing names and signatures		
Week	Marking Period 3	Week	Marking Period 3
20	Copywork: copying meaningful, age-appropriate text in cursive while focusing on legibility, spacing, punctuation, capitalization, and fluency.	25	Opinion Writing
21	Dictation: the teacher reads aloud letters, words, sentences, or short passages while students write what they hear in cursive.	26	Informational Writing
22	Common Joins: connections between letters that students use most often when writing in cursive such as <i>oo</i> , <i>th</i> , <i>in</i> , <i>ch</i> , and <i>ing</i> .	27	Friendly Letters and thank you letters
23	Journal Writing	28	Poetry- read and copy in cursive
24	Narrative Writing	29	Benchmark assessment: on functional use of cursive and overall legibility
Week		Week	
30		35	
31		36	
32		37	
33		38	
34		39	

New Jersey Administrative Code Summary and Statutes

Curriculum Development: Integration of 21st Century Themes and Skills and Interdisciplinary Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Amistad Law: [N.J.S.A. 18A 52:16A-88](#)

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: [N.J.S.A. 18A:35-28](#)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.35

<https://www.nj.gov/education/standards/socst/docs/DiversityInclusionLaw.PDF>

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

(NOTE: This section appears once at the beginning of the document. Delete before submitting.)

Core Instructional & Supplemental Materials including various levels of Texts	

Time Frame	
Topic	

Alignment to Standards

Learning Activities & Key Concepts and Skills

Essential Questions:

-

Guiding Questions:

-

Essential Knowledge, Skills & Enduring Understandings:**A: STUDENTS WILL KNOW:**

-

B: STUDENTS WILL UNDERSTAND THAT:

-

C: STUDENTS WILL BE ABLE TO:

-

Suggested Learning Activities:

A hyperlink to a website where there are diversity lessons, standards, climate change lessons does not meet the intent of the law or requirement. There should be lessons, resources, text, etc. imbedded into the documents that hit on these requirements

Climate change should be embedded across content areas.

<https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

Assessments

Formative:

-

Summative:

-

Benchmark:

-

Alternative:

-

Interdisciplinary Connections

(NOTE: Other content names not enough; give brief explanation. Must also include standards. Delete this note before submitting)

Career Readiness, Life Literacies, and Key Skills

(NOTE: Include CRLKS where they apply. Delete this note before submitting.)

Computer Science & Design Thinking

(NOTE: A list of devices or platforms is not enough. Must also include Computer Science & Design Thinking standards where they apply)

NOTE: LAST PAGE OF DOCUMENT (delete this note before submitting)

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns