

Hazlet Township Public Schools



COURSE OF STUDY FOR

Cursive Handwriting Grade 4

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Course Overview:

This 39-week Grade 4 course provides explicit, systematic, developmentally sequenced instruction in reading and writing cursive. It builds accuracy and automaticity in letter formation, connections, spacing, size, alignment, and fluency before requiring substantial composition in cursive. As students demonstrate mastery, cursive becomes an authentic transcription tool within Grade 4 opinion, informative, narrative, research, revision, editing, and routine writing tasks. The Iowa Reading Research Center's free CLIFTER tool (Cursive Letter Identification and Formation for Transcription and Early Reading) is used as a supplemental resource for teacher learning, video modeling of letter and word formation, customizable letter sequencing, cursive reading practice, spelling-word practice, and downloadable student worksheets. CLIFTER supplements, rather than replaces, the district's core handwriting instruction.

Course Goals:

- Read lowercase and uppercase cursive letters, words, sentences, and short authentic texts.
- Write all lowercase and uppercase cursive letters with accurate stroke sequence and consistent formation.
- Connect letters smoothly and maintain legible size, slant, spacing, alignment, and word boundaries.
- Use cursive to reinforce Grade 4 spelling, morphology, capitalization, punctuation, sentence composition, and paragraphing.
- Apply cursive appropriately to brief original writing after letter formation and connections are secure.
- Use planning, revising, editing, peer feedback, and self-assessment to improve both written ideas and handwriting legibility.
- Build toward the statutory expectation that students read cursive and write it legibly by the end of Grade 5.

Recommended Instructional Framework:

- Frequency: 10-15 minutes, four days per week, with additional brief applications in writing workshop.
- Lesson sequence: posture and grip check; explicit teacher model; skywriting/air tracing; guided formation; connected practice; cursive reading; authentic application; self-check.
- Instructional emphasis: accuracy and legibility before speed or length. Application rule: students use cursive for composition only after demonstrating sufficient control of the needed letters and connections.
- Consistent model: the district should use one cursive style and common formation language across Grades 3-5.

Pacing Guide			
Week	Trimester 1	Week	Trimester 1
1	Baseline assessment; posture, grip, paper position; review entry strokes	8	Lowercase r, s; retrace/curve patterns; compound sentences
2	Lowercase i, t, u, w; short-vowel and spelling-pattern words	9	Lowercase p, j, y, z; descenders; possessives and apostrophes
3	Lowercase e, l, b; loop strokes; sentence fragments vs. complete sentences	10	Lowercase p, j, y, z; descenders; possessives and apostrophes
4	Lowercase f, h, k; tall loops; subjects and predicates	11	Uppercase A, C, O, E; names, places, and sentence beginnings
5	Lowercase a, c, d, g, q; oval family; capitalization review	12	Uppercase N, M, H, K; headings and important words
6	Lowercase o; joining oval-family letters; adjectives and precise nouns	13	Trimester 1 benchmark: read and write letters, words, and sentences
7	Lowercase n, m, v, x; undercurve family; conjunctions		
Week	Trimester 2	Week	Trimester 2
14	Uppercase U, V, W, X, Y, Z; titles and proper nouns	21	Connection patterns: joins to r, s, b, f, and capital letters
15	Uppercase I, J, Q; punctuation and quotation marks	22	Fluency with multisyllabic words, roots, prefixes, and suffixes
16	Uppercase T, F, G, S, L; sentence copying and editing	23	Sentence fluency: combining and expanding sentences
17	Uppercase B, P, R, D; paragraph indentation	24	Dialogue: quotation marks, commas, capitalization, paragraphing
18	Uppercase alphabet review; signatures and authentic cursive reading	25	Informative paragraph: topic sentence, facts, linking words, conclusion
19	Connection patterns: low-to-low and low-to-tall	26	Trimester 2 benchmark: legible paragraph and cursive reading
20	Connection patterns: o/a family joins		

	and difficult joins		
Week	Trimester 3	Week	Trimester 3
27	Opinion writing: claim, reasons, WPRNJ evidence, linking words	34	Science connection: cursive observations and labeled diagrams
28	Opinion writing: revise and publish one paragraph in cursive	35	Social studies connection: cursive primary-source excerpts and response
29	Informative writing: research notes and categorized facts	36	Climate and civic literacy: brief evidence-based reflection
30	Informative writing: headings, domain vocabulary, and explanation	37	Independent routine writing and personal signature
31	Narrative writing: sequence, transitions, sensory details	38	Portfolio revision; targeted reteaching and enrichment
32	Narrative writing: dialogue and character response	39	Final benchmark, portfolio reflection, and Grade 5 readiness
33	Editing for spelling, capitals, punctuation, and legibility		

Cursive Handwriting Act

On January 19, 2026, Governor Phil Murphy signed [P.L. 2025, c.284](#), which requires public schools to provide instruction in cursive handwriting for students in grades three through five. To support understanding and implementation of this law, the New Jersey Department of Education (NJDOE) issued a [February 11, 2026 Broadcast](#), which provided technical implementation details specifically designed for districts' curriculum and instruction staff, and outlined expectations for districts as they incorporate cursive handwriting instruction into their curriculum for grades three through five beginning in the 2026-2027 school year.

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.

Core Instructional & Supplemental Materials including various levels of Texts

- District-selected cursive alphabet model, student reference strip, formation cards, and lined handwriting paper.

Cursive Handwriting Instructions & Resources

- Teacher modeling tools: document camera, dry-erase board, projected stroke animations, and verbal formation cues.
- Cursive reading cards at letter, word, sentence, and paragraph levels.
- Grade 4 spelling and morphology lists emphasizing roots, prefixes, suffixes, and grade-appropriate words.
- Short literary, informational, scientific, historical, and civic passages presented in print and cursive.
- Developmentally appropriate reproductions or transcriptions of primary-source documents.
- Writing-process tools: graphic organizers, paragraph frames, editing checklists, dictionaries, thesauruses, and source-recording sheets.
- Adaptive materials: pencil grips, slant boards, raised-line or highlighted paper, enlarged models, low-resistance writing tools, and assistive technology.
- Student portfolio folder containing baseline, trimester benchmarks, authentic applications, self-assessments, and final samples.

Time Frame	Trimester 1 - Weeks 1-13
Topic	
Foundations: Accurate Lowercase Formation, Initial Uppercase Letters, and Cursive Reading	
Alignment to Standards	
L.WF.4.2 Encoding and spelling, including multisyllabic and affixed words and reference tools. L.WF.4.3 Paragraphing, clauses, verb forms, possessives, capitalization, quotation marks, commas, and apostrophes. L.KL.4.1 Language conventions, precise vocabulary, punctuation choices, and formal/informal usage. W.WP.4.4 Planning, revising, editing, evaluating, and strengthening writing. W.RW.4.7 Routine writing over extended and shorter time frames.	

[SL.PE.4.1](#) Collaborative discussion and constructive peer feedback.

Learning Activities & Key Concepts and Skills

- Explicitly model posture, paper position, grip, starting points, stroke direction, line placement, size, slant, spacing, and stopping points.
- Teach lowercase letters by shared movement patterns rather than alphabetical order.
- Introduce uppercase letters in formation families and connect their use to proper nouns, sentence beginnings, and headings.
- Read teacher- and peer-written cursive letters, words, and sentences daily.
- Connect spelling and morphology practice to cursive word writing.
- Use short, controlled sentences to reinforce capitals, punctuation, subjects, predicates, adjectives, adverbs, and conjunctions.
- Build a personal error-analysis chart identifying one formation goal and one convention goal

Essential Questions:

- How do consistent strokes make cursive readable?
- How can fluent handwriting free a writer to focus on ideas?

Guiding Questions:

- Where does each letter begin and end?
- Which letters share the same movement pattern?
- How do size, slant, alignment, and spacing affect legibility?
- How can I read cursive by noticing familiar shapes and connections?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- Formation language and stroke sequence for all lowercase and selected uppercase letters.
- Differences among entry strokes, undercurves, overcurves, loops, ovals, retraces, and descenders.
- Accurate, increasingly automatic letter formation precedes substantial composition.
- Capitalization, spelling, and punctuation remain essential in cursive.

B: STUDENTS WILL UNDERSTAND THAT:

- Legibility results from consistent formation, not speed.
- Movement families make letter learning efficient.
- Reading and writing cursive strengthen one another.
- Self-assessment and feedback improve handwriting and composition.

C: STUDENTS WILL BE ABLE TO:

- Write all lowercase letters from a model and increasingly from memory.
- Write selected uppercase letters accurately.
- Join taught letters in words without unnecessary pencil lifts.
- Copy and independently write short sentences using Grade 4 conventions.

- Read cursive words and sentences.

Suggested Learning Activities:

- [Air-write and finger-trace each stroke before pencil practice.](#)
- [Use CLIFTER letter-formation videos as an additional model, pausing for students to verbalize the starting point, stroke path, and line placement before guided practice.](#)
- [Sort letters into movement families and explain similarities.](#)
- [Write spelling words in cursive, underline roots, and circle prefixes or suffixes.](#)
- [Correct a poorly formed model and justify the correction.](#)
- [Write names of diverse historical figures, authors, scientists, and community leaders in cursive and add one accurate sentence.](#)
- [Use climate-related vocabulary sentences such as conserve, habitat, weather, energy, and recycle.](#)
- [Complete a weekly two-sentence reflection once required letters are mastered.](#)

Assessments**Formative:**

- Observation checklist, formation exit slips, identification cards, word-copy samples, spelling/convention checks, and self-rating.

Summative:

- lowercase alphabet from memory, selected uppercase letters, dictated words, copied sentence, and one original sentence.

Benchmark:

- [Week 13 reading sample plus legibility sample using a common district rubric.](#)

Alternative:

- Oral reading of cursive, tracing or near-point copying, reduced letter set, adapted tools, or alternate response mode.

Interdisciplinary Connections

- Social Studies - Write and read names and contribution statements connected to African American history and civic life; 6.1.5.CivicsPI.1.
- Science - Write vocabulary and observations about weather and ecosystems; 3-5-ETS1-1.
- Visual Arts - Analyze line, curve, pattern, balance, and rhythm in letterforms.

Career Readiness, Life Literacies, and Key Skills

[9.4.5.Cl.1](#) - Use communication and collaboration skills during peer coaching.

[9.4.5.TL.3](#) - Format a written product for a specific audience and purpose.

[9.4.5.GCA.1](#) - Recognize how culture and perspective shape names, words, and texts.

Computer Science & Design Thinking

[8.2.5.ED.1](#) - Use an iterative design process to identify, test, evaluate, and revise a handwriting solution.

[8.1.5.AP.1](#) - Compare a repeated stroke sequence to an algorithm.

Digital tracing may supplement, but not replace, pencil-based formation.

Time Frame	Trimester 2 - Weeks 14-26
Topic	
Uppercase Mastery, Fluent Connections, Conventions, and Paragraph Writing	
Alignment to Standards	
L.WF.4.2 Encoding and spelling, including multisyllabic and affixed words and reference tools. L.WF.4.3 Paragraphing, clauses, verb forms, possessives, capitalization, quotation marks, commas, and apostrophes. L.KL.4.1 Language conventions, precise vocabulary, punctuation choices, and formal/informal usage. W.IW.4.2 Informative writing with organized paragraphs, facts, precise vocabulary, and conclusion. W.NW.4.3 Narrative writing with sequence, dialogue, description, transitions, and conclusion. W.WP.4.4 Planning, revising, editing, evaluating, and strengthening writing. W.RW.4.7 Routine writing over extended and shorter time frames. SL.PE.4.1 Collaborative discussion and constructive peer feedback.	
Learning Activities & Key Concepts and Skills	
Essential Questions: • How do fluent connections support readable words and sentences? • How can handwriting and conventions work together to communicate meaning? Guiding Questions: • Which joins require a change in entry or exit stroke? • When should a writer lift the pencil? • How do paragraphing and punctuation guide readers? • How can I revise without reducing legibility? Essential Knowledge, Skills & Enduring Understandings: A: STUDENTS WILL KNOW: • Formation and use of all uppercase letters. • Common connection patterns and difficult joins. • Rules for indentation, dialogue, possessives, titles, and compound sentences.	

- Strategies to increase automaticity while preserving accuracy.

B: STUDENTS WILL UNDERSTAND THAT:

- Fluency is smooth, controlled, and readable.
- Connected word production may support spelling.
- Conventions and paragraph structure guide the reader.
- Revision improves message and presentation.

C: STUDENTS WILL BE ABLE TO:

- Write the uppercase alphabet from memory.
- Connect letters accurately in complex words.
- Write a coherent paragraph with conventions and legible spacing.
- Read and paraphrase a short cursive paragraph.
- Use a rubric to revise handwriting and writing conventions.

Suggested Learning Activities:

- Practice names, geographic names, months, holidays, book titles, and headings.
- [Use join-of-the-day cards featuring high-utility patterns.](#)
- [Use CLIFTER word-formation models and customizable spelling-word practice to reinforce difficult joins, morphology, and fluent connected writing.](#)
- [Transform choppy print sentences into fluent cursive compound sentences.](#)
- [Write dialogue with correct paragraphing and punctuation.](#)
- [Read a cursive transcription from a historical letter and discuss context.](#)
- [Write an informative paragraph about a scientist, inventor, artist, or civic leader from an underrepresented group.](#)
- [Write a climate observation paragraph using facts and domain vocabulary.](#)

Assessments**Formative:**

- Uppercase checks, connection probes, sentence editing, oral cursive reading, peer review, and paragraph organizer.

Summative:

- Complete uppercase sample, dictated multisyllabic words, edited dialogue, and an informative or narrative paragraph.

Benchmark:

- [Week 26 reading passage and independently written paragraph.](#)

Alternative:

- Shortened passage, enlarged text, additional time, speech-to-text for idea generation followed by limited cursive transcription, or adapted rubric.

Interdisciplinary Connections

- Social Studies - Read a cursive primary-source transcription and identify author, audience, purpose, and context; 6.1.5.HistoryCC.2.
- Science - Record an investigation with a dated heading, labeled observations, and explanatory paragraph; 4-ESS2-1 where applicable.
- Health/SEL - Reflect on responsible communication, perseverance, or handling feedback.

Career Readiness, Life Literacies, and Key Skills

- [9.4.5.CI.3](#) - Brainstorm and use peer feedback to improve a product.
- [9.4.5.CT.1](#) - Identify and evaluate solutions to a legibility or organization problem.
- [9.4.5.IML.2](#) - Evaluate whether source information is appropriate for an explanatory paragraph

Computer Science & Design Thinking

- [8.2.5.ED.2](#) - Collaborate to collect information, brainstorm, and revise a solution.
- [8.1.5.DA.1](#) - Organize simple rubric data to identify common needs.

Time Frame	Trimester 1 - Weeks 1-13
Topic	
Authentic Application to Opinion, Informative, Narrative, Research, and Routine Writing	
Alignment to Standards	
L.WF.4.2 Encoding and spelling, including multisyllabic and affixed words and reference tools. L.WF.4.3 Paragraphing, clauses, verb forms, possessives, capitalization, quotation marks, commas, and apostrophes. L.KL.4.1 Language conventions, precise vocabulary, punctuation choices, and formal/informal usage. W.AW.4.1 Opinion writing with reasons, facts, links, and conclusion. W.IW.4.2 Informative writing with organized paragraphs, facts, precise vocabulary, and conclusion. W.NW.4.3 Narrative writing with sequence, dialogue, description, transitions, and conclusion. W.WP.4.4 Planning, revising, editing, evaluating, and strengthening writing. W.WR.4.5 Short research projects using multiple sources. W.SE.4.6 Gathering, prioritizing, categorizing, and recording information and sources. W.RW.4.7 Routine writing over extended and shorter time frames. SL.PE.4.1 Collaborative discussion and constructive peer feedback.	
Learning Activities & Key Concepts and Skills	
• Apply cursive to selected authentic tasks after mastery, emphasizing accuracy and legibility rather than speed or volume. • Write short opinion, informative, and narrative pieces using grade-level organization, evidence, details, vocabulary, transitions, and conclusions.	

- Take concise research notes in cursive, categorize information, and record source titles.
- Use cursive in science observations, labeled diagrams, social studies responses, journaling, and reflections.
- Edit for spelling, capitalization, punctuation, paragraphing, sentence fluency, formation, spacing, and readability.
- Create a final portfolio showing growth from baseline to Grade 5 readiness.

Essential Questions:

- When is cursive an effective tool for authentic writing?
- How can writers balance ideas, conventions, and legibility?

Guiding Questions:

- Which stage of the writing process is appropriate for cursive?
- How can concise research notes remain legible and accurate?
- What evidence shows readiness for independent application?
- How can feedback prepare me for Grade 5?

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

- Structures of Grade 4 opinion, informative, and narrative writing.
- How to take, group, and prioritize brief notes from multiple sources.
- How to use a handwriting-and-writing rubric.
- Accommodations and alternative tools preserve access to the instructional goal.

B: STUDENTS WILL UNDERSTAND THAT:

- Handwriting is one of several transcription tools.
- Cursive is useful when it supports thinking and communication.
- Authentic writing requires attention to audience, purpose, evidence, organization, conventions, and presentation.
- Proficiency develops through deliberate practice and revision.

C: STUDENTS WILL BE ABLE TO:

- Write a brief opinion paragraph with claims, reasons, linking words, and conclusion.
- Write an informative paragraph using facts, precise vocabulary, and notes.
- Write a narrative scene with sequence, description, dialogue, and transitions.
- Record concise research notes and a simple source list.
- Read authentic or transcribed cursive and respond accurately.
- Select and reflect on portfolio pieces using rubric evidence.

Suggested Learning Activities:

- [Opinion: write a letter advocating for a classroom, school, or environmental improvement.](#)
- [Informative: research and explain a contribution of an African American, person with a disability, or another historically underrepresented individual.](#)
- [Narrative: write a scene in which a character responds to unfairness, exclusion, or a moral choice.](#)
- [Holocaust/Genocide education: write a brief pledge or reflection emphasizing personal responsibility to oppose hatred.](#)

- [Climate education: record a local observation, use evidence from a source, and propose a sustainable action.](#)
- [Science: keep a three-entry cursive observation log and add labeled diagrams.](#)
- [Primary sources: compare a cursive transcription with a typed version.](#)
- Portfolio: select baseline, midpoint, authentic application, and final samples; annotate growth.
- [Use selected CLIFTER worksheets or teacher-generated CLIFTER practice pages for targeted reteaching based on portfolio and benchmark data.](#)

Assessments

Formative:

- Conferences, research-note checks, genre checklists, cursive reading responses, observation logs, peer feedback, and weekly self-assessment.

Summative:

- One polished genre-based piece or excerpt completed in cursive to the extent appropriate, plus a cursive reading task.

Benchmark:

- [Week 39 common assessment measuring formation, connections, spacing, alignment, legibility, cursive reading, and brief authentic writing.](#)

Alternative:

- Reduced length, selected sentences, adapted tools, dictated content with a cursive excerpt, oral reading response, or assistive technology.

Interdisciplinary Connections

- Science/Climate - Gather evidence about a local environmental issue and write an explanation or opinion; 4-ESS3-1.
- Social Studies/Civics - Write an evidence-based letter about a community issue; 6.1.5.CivicsPD.1.
- Amistad - Research and explain a contribution of an African American individual or community.
- Holocaust and Genocide Education - Reflect on responsibility to resist racism and hatred.
- Arts - Create a legible final display combining cursive text and an original visual element.

Career Readiness, Life Literacies, and Key Skills

- [9.4.5.CI.4](#) - Apply an iterative improvement cycle to a final portfolio.
- [9.4.5.IML.1](#) - Evaluate sources for accuracy, relevance, and bias.
- [9.4.5.DC.1](#) - Explain how digital tools support drafting or access.
- [9.4.5.GCA.1](#) - Analyze how culture and perspective shape texts and points of view.

Computer Science & Design Thinking

- [8.2.5.ED.5](#) - Evaluate a solution against criteria and constraints by testing readability for an audience.
- [8.1.5.IC.1](#) - Identify how digitization affects access to historical handwritten documents.
- [8.1.5.DA.3](#) - Organize rubric data and use patterns to set a Grade 5 goal.

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

Support Materials:

Common Cursive Handwriting Assessment Rubric	
Performance Level	Descriptor
4 - Consistently Proficient	Accurate formation and stroke sequence; smooth connections; consistent size, slant, alignment, and spacing; easily readable; conventions support meaning; reads cursive accurately.
3 - Proficient	Mostly accurate formation and connections; minor inconsistencies do not interfere with reading; conventions mostly correct; reads most cursive accurately.
2 - Developing	Several formation or connection errors; inconsistent size, spacing, or alignment sometimes interferes with reading; needs support with conventions and reading.
1 - Beginning	Frequent formation errors or illegible words; spacing and alignment significantly interfere with reading; requires substantial support.

Suggested analytic categories: letter formation, connections, size/slant/alignment, spacing, overall legibility, writing conventions, and cursive reading.

Benchmark Schedule

- Baseline (Week 1): print-to-cursive knowledge, fine-motor access, letter identification, copying, and brief writing sample.
- Trimester 1 (Week 13): lowercase formation, selected uppercase letters, word connections, sentence copying, and cursive reading.
- Trimester 2 (Week 26): uppercase mastery, difficult connections, paragraph legibility, conventions, and cursive reading.
- Final (Week 39): cumulative skills, authentic application, cursive reading, portfolio reflection, and Grade 5 readiness.
- CLIFTER progress evidence may include completed formation worksheets, letter/word video-model practice records, and teacher notes showing which sequence and supports were used; these materials are supplemental and are not a stand-alone district benchmark.

[Sample Worksheets](#)

[Extra Lessons](#)

[Week 13 Benchmark](#)

[Week 26 Benchmark](#)

[Week 39 Benchmark](#)