



Elementary Handwriting and Keyboarding Grades 5 & 6

A+ Curriculum Pacing Guide

DEPARTMENT OF CURRICULUM AND INSTRUCTION SUPPORT
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OPS Elementary Handwriting and Keyboarding

This A+ Curriculum Pacing Guide is intended to inform teachers, administrators, students, parents, board members, and the community of learning expectations for each grade level content area and/or course.

The A+ Curriculum Pacing Guide represents district-wide expectations for consistency while allowing for teacher flexibility and autonomy.

Kindergarten

- Explicit handwriting lessons (Zaner-Bloser) should take place at the beginning of the year then continue to be embedded into content areas and gradually lessened to provide time for keyboarding awareness lessons and additional writing conferences.
- **A minimum of 15 minutes per week is recommended for keyboarding instruction in 2nd Semester.**

1st Grade

- Explicit handwriting lessons (Zaner-Bloser) should take place at the beginning of the year then continue to be embedded into content areas and gradually lessened to provide time for keyboarding awareness lessons and additional writing conferences.
- **A minimum of 15 minutes per week is recommended for keyboarding instruction.**

2nd Grade

- Explicit handwriting lessons (Zaner-Bloser) should take place at the beginning of the year then continue to be embedded into content areas and gradually lessened to provide time for keyboarding awareness lessons, beginning touch typing, and additional writing conferences.
- **A minimum of 25 minutes per week is recommended for keyboarding instruction.**

3rd Grade

- Cursive instruction begins in third grade. Explicit handwriting lessons (Zaner-Bloser) should take place at the beginning of the year and gradually lessened to provide time for explicit keyboarding instruction and additional writing conferences. Practice time is integrated into other subject areas, and also provided during independent work time, bell work, or reading rotations.
- **A minimum of 25 minutes per week is recommended for keyboarding instruction.**

4th - 6th Grade

- Handwriting instruction may start off with a review and provide direct instruction or re-teaching as needed. Practice time is integrated into other subject areas, and also provided during independent work time, bell work, or reading rotations.
- **A minimum of 25 minutes per week is recommended for keyboarding instruction.**

HANDWRITING

OPS Handwriting Curriculum remains the same. We continue to use the 2004-2005 district-created handwriting materials.

Zaner-Bloser (ZB) Traditional is the font used in the Omaha Public Schools. Alphabet strips displayed in classrooms and handwriting practice books for manuscript or cursive should be in Zaner-Bloser Traditional font. **Handwriting practice books can be ordered through the annual order catalog and are also available at SharePoint > Literacy > Writing Documents > Lesson Plans and Resources > Handwriting.**

Handwriting is best developed in the primary grades through direct instruction and repeated practice. Instruction should be integrated throughout the curriculum and tailored to the time allotments at each grade level. The purpose of Handwriting instruction in the intermediate grades is to practice, refine, and retain handwriting skills.

Goals of Handwriting Program

The handwriting program is directed toward helping each child to:

- Set a standard for good handwriting.
- Follow through on the standards in all written work.
- Develop the ability to write legibly with ease, fluency, accuracy and neatness.
- Be consistent in the correct formation of all letters and insist upon enough conformity to proper letter formation, correct size of all letters, alignment and spacing to make writing legible.
- Retain and constantly improve all skills in handwriting.
- Be aware of slant and spacing.
- Be critical of one's own written work.
- Develop pride in all written work.
- Retain and improve one's manuscript and cursive writing.

OPS Handwriting Materials

Available through Printing & Publications Annual Order

Kindergarten – Book I and II Teacher Manuals (one set per teacher) and Student Handwriting Books. Student books are consumable.

First Grade – Book I, II and III Teacher Manuals (one set per teacher) and Student Handwriting Books. Student books are consumable.

Second Grade –Teacher Manual (one per teacher) and Student Handwriting Books. Student books are consumable.

Third Grade –Teacher Manual (one per teacher) and Student Handwriting Books. Student books are consumable.

Fourth Grade – Teacher Manual (one per teacher) There are no student books. All lessons are contained in the teacher's manual.

Fifth Grade – Teacher Manual (one per teacher) There are no student books. All lessons are contained in the teacher's manual.

Sixth Grade – Teacher Manual (one per teacher) There are no student books. All lessons are contained in the teacher's manual.

Teacher manuals are designed to be self-explanatory and should meet the needs of all teachers. All handwriting lessons are interdisciplinary in nature and reinforce a number of content standards taught in other subjects.

KEYBOARDING

Because keyboarding skills will be used throughout life for personal, educational, and professional reasons, instruction should start in the early elementary grades. Effective and safe use of the keyboard will help students maximize their efficiency when completing assignments on the keyboard or when taking computerized assessments. The use of technology tools for communication is part of the 2014 Nebraska College and Career Ready English Language Arts Standards.

The Role of the Teacher

- The teacher instructs how to use the keyboard by touch, using the proper techniques such as finger placement on the home row.
- Students need to be taught that correct posture and technique can prevent the risk of repetitive stress injuries.
- Research has shown that the initial introductory instruction for first-time keyboard learners should happen on a daily basis for at least five weeks in order for the students to gain the automaticity needed as this physical skill is developed.
- Keyboarding is similar to handwriting in that it is a communication skill. All classroom and special area teachers who assign students writing projects should be aware of proper keyboarding techniques so they can reinforce good habits and correct bad ones.

Technique, Speed, and Accuracy

- Technique and accuracy are the most important aspects to emphasize during initial instruction.
- Speed will develop over time as students practice with the proper techniques.
- In grades 2 and 3, the focus should be on technique and accuracy. In grades 4 through 6, as students become more comfortable with touch-typing, speed (words per minute) may be discussed and measured. Grades K and 1 do not work on touch-typing, but instead focus on developing keyboard awareness.

Grading Keyboarding

- The grading task in Infinite Campus is located under the Reading/Language Arts standard. Overall rubric assessment on technique should be recorded on the report card using grades of Outstanding, Satisfactory, Needs Improvement, or Unsatisfactory. Rubrics are included at the end of this document.
- Grades K-2 will not report a keyboarding grade.
- Grade 3 teachers only need to report a keyboarding technique grade of Outstanding, Satisfactory, Needs Improvement, or Unsatisfactory once a year. This will be reported on either the 2nd or 4th quarter report card.
- In grades 4-6, a keyboarding technique grade of Outstanding, Satisfactory, Needs Improvement, or Unsatisfactory should be given to a student at the end of the 2nd and 4th quarter and recorded on the report card. At the end of the year, the best words per minute score on a timed writing should be recorded on the 4th quarter report card (grades 5 and 6 only).

OPS K-6 Handwriting Scope and Sequence

	K	1	2	3	4	5	6
LA Indicator	LA 0.2.1.j: With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	LA 1.2.1.j: Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	LA 2.2.1.j: Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	LA 3.2.1.j: Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting, paragraphs, title).	LA 4.2.1.j: Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting, paragraphs, title).	LA 5.2.1.j: Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting, paragraphs, title).	LA 6.2.1.j: Publish a legible document using a variety of media, and apply formatting techniques to enhance readability and impact the document (e.g., fonts, spacing, design, images, citations).
Handwriting	Demonstrate correct handwriting technique and formatting - Form upper- and lowercase letters efficiently and proportionately in manuscript print - Hold pencil or pen with satisfactory grip - Use a preferred hand consistently for writing - Write letters in groups to form words - Write letters and words that can easily be read - Leave appropriate space between words - Write left to right in lines - Return to the left margin to start a new line	Demonstrate correct handwriting technique and formatting - Form upper- and lowercase letters efficiently and proportionately in manuscript print - Hold pencil or pen with satisfactory grip - Use a preferred hand consistently for writing - Write letters in groups to form words - Write letters and words that can easily be read - Leave appropriate space between words - Write left to right in lines - Return to the left margin to start a new line	Demonstrate correct handwriting technique and formatting Form upper and lowercase letters efficiently and proportionately in manuscript form	Demonstrate correct handwriting technique and formatting Write fluently and legibly in both manuscript and cursive with appropriate spacing	Demonstrate correct handwriting technique and formatting Write fluently and legibly in cursive handwriting with appropriate spacing	Demonstrate correct handwriting technique and formatting Write fluently and legibly in cursive handwriting with appropriate spacing	Demonstrate correct handwriting technique and formatting Write fluently and legibly in cursive handwriting with appropriate spacing

OPS K-6 Keyboarding Scope and Sequence

	K	1	2	3	4	5	6
LA Indicators	LA 0.4.1.c: Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	LA 1.4.1.c: Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	LA 2.4.1.c: Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	LA 3.4.1.c: Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA 4.4.1.c: Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA 5.4.1.c: Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA 6.4.1.c: Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).
	LA 0.4.2.b: Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gather opinions, and solving problems.	LA 1.4.2.b: Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gather opinions, and solving problems.	LA 2.4.2.b: Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gather opinions, and solving problems.	LA 3.4.2.b: Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gather opinions, and solving problems.	LA 4.4.2.b: Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gather opinions, and solving problems.	LA 5.4.2.b: Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gather opinions, and solving problems.	LA 6.4.2.b: Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gather opinions, and solving problems.
Keyboarding	Demonstrate pre-keyboarding skills	Demonstrate pre-keyboarding skills	Demonstrate pre-keyboarding skills	Demonstrate correct keyboarding technique	Demonstrate correct keyboarding technique while increasing speed and maintaining accuracy	Demonstrate correct keyboarding technique while increasing speed and maintaining accuracy	Demonstrate correct keyboarding technique while increasing speed and maintaining accuracy
	Demonstrate correct keyboarding technique - Identify right and left hand - Locate and touch letters and numbers on the keyboard	Demonstrate correct keyboarding technique - Understand location of home row keys and finger placement - Demonstrate correct use of right and left hands - Learn correct body and hand positions - Locate and touch letters and numbers on the keyboard	Demonstrate correct keyboarding technique - Master home row keys - Understand movement of fingers on the keyboard - Identify location of letters on upper and lower rows of the keyboard - Show correct body and hand positions - Key accurately from dictation	Demonstrate correct keyboarding technique - Show correct body and finger positions - Learn alphabetic keys by touch - Keep eyes on copy - Use correct reaches from home row keys - Key accurately from dictation and printed copy - Demonstrate correct fingering of period, comma, and question mark - Demonstrate correct use of space bar, enter key, shift key, and tab	Demonstrate correct keyboarding technique - Show correct body and finger positions - Keep eyes on copy - Demonstrate correct keyboarding technique while keying from dictation and printed copy - Review keys using a keyboarding program - Compose at the keyboard	Demonstrate correct keyboarding technique - Show correct body and finger positions - Keep eyes on copy - Demonstrate correct keyboarding technique while keying from dictation and printed copy - Review keys using a keyboarding program - Compose at the keyboard	Demonstrate correct keyboarding technique - Show correct body and finger positions - Keep eyes on copy - Demonstrate correct keyboarding technique while keying from dictation and printed copy - Review keys using a keyboarding program - Compose at the keyboard
			Demonstrate efficient speed and accuracy - Demonstrate correct keyboarding technique through use of timed writings - Achieve minimum competency of 10-12 wpm speed and 85% accuracy	Demonstrate efficient speed and accuracy - Demonstrate correct keyboarding technique through use of timed writings - Achieve minimum competency of 10-12 wpm speed and 85% accuracy	Demonstrate efficient speed and accuracy - Demonstrate correct keyboarding technique through use of timed writings - Achieve minimum competency of 12-15 wpm speed and 88% accuracy	Demonstrate efficient speed and accuracy - Demonstrate correct keyboarding technique through use of timed writings - Achieve minimum competency of 15-18 wpm speed and 88% - 90% accuracy	Demonstrate efficient speed and accuracy - Demonstrate correct keyboarding technique through use of timed writings - Achieve minimum competency of 15-18 wpm speed and 88-90% accuracy

OPS K-6 Word Processing Scope and Sequence

	K	1	2	3	4	5	6
LA Indicators	LA 0.2.1.j: With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	LA 1.2.1.j: Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	LA 2.2.1.j: Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	LA 3.2.1.j: Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting, paragraphs, title).	LA 4.2.1.j: Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting, paragraphs, title).	LA 5.2.1.j: Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting, paragraphs, title).	LA 6.2.1.j: Publish a legible document using a variety of media, and apply formatting techniques to enhance readability and impact the document (e.g., fonts, spacing, design, images, citations).
	LA 0.4.1.c: Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	LA 1.4.1.c: Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	LA 2.4.1.c: Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	LA 3.4.1.c: Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA 4.4.1.c: Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA 5.4.1.c: Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA 6.4.1.c: Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).
	LA 0.4.2.b: Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gather opinions, and solving problems.	LA 1.4.2.b: Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gather opinions, and solving problems.	LA 2.4.2.b: Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gather opinions, and solving problems.	LA 3.4.2.b: Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gather opinions, and solving problems.	LA 4.4.2.b: Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gather opinions, and solving problems.	LA 5.4.2.b: Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gather opinions, and solving problems.	LA 5.4.2.b: Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gather opinions, and solving problems.
Word Processing	Access and use simple programs on the computer (e.g., easy word-processing, games)	Access and use simple programs on the computer (e.g., easy word-processing, games)	Access and use programs for word processing Make changes on the screen to revise, edit, and publish documents	Access and use programs for word processing - Use word processor to plan, draft, revise, edit, and publish - Use word-processing with understanding of how to produce and vary text (e.g., layout, font, special techniques)	Access and use programs for word processing - Use word processor to plan draft, revise, edit, and publish - Use word-processing with understanding of how to produce and vary text (e.g., layout, font, special techniques) - Create website entries and articles with appropriate text layout and graphics - Show familiarity with computer and word-processing terminology - Make wide use of computer skills in presenting text (e.g., text, tables, graphics, multimedia)	Access and use programs for word processing - Use word processor to plan, draft, revise, edit, and publish - Use word-processing with understanding of how to produce and vary text (e.g., layout, font, special techniques) - Create website entries and articles with appropriate text layout, graphics, and access to information through searching - Show familiarity with computer and word-processing terminology - Make wide use of computer skills in presenting text (e.g., text, tables, graphics, multimedia)	Access and use programs for word processing - Use word processor to plan, draft, revise, edit, and publish - Use word-processing with understanding of how to produce and vary text (e.g., layout, font, special techniques) - Create website entries and articles with appropriate text layout, graphics, and access to information through searching - Show familiarity with computer and word-processing terminology - Make wide use of computer skills in presenting text (e.g., text, tables, graphics, multimedia)

Grades 5 & 6 Keyboarding Pacing Guide

Resource: EduTyping, Jr.

Unit 1: All About Computers & Cyber Citizenship SKILL: Computer Literacy (9 lessons)	Instructional Notes	Assessment
Foundational Lessons: All About Computers (9 lessons) Location: Curriculum > Tech Readiness > All About Computers > Lessons 1-4 (with optional worksheets*) <i>The Tech Readiness section is located near the bottom of the Curriculum webpage.</i> • Lesson 1: Parts of a Computer (Optional wkst 2, 4) • Lesson 2: What Makes a Computer Run (Optional wkst 2, 4) • Lesson 3: Using a Mouse (Optional wkst 2, 4) • Lesson 4: Computer Lab Rules (Optional wkst 2, 4) Location: Curriculum > Tech Readiness > Cyber Citizenship > Lessons 5-9 (with optional worksheets*) • Lesson 5: Surfing Safely (Optional wkst 2, 4) • Lesson 6: Cyber Safety (Optional wkst 2, 4) • Lesson 7: Online Behavior (Optional wkst 2, 4) • Lesson 8: Email Rules and Manners (Optional wkst 2, 4) • Lesson 9: Internet Search Tips (Optional wkst 2, 3, 4) It is recommended that students in Grades 5 and 6 complete Lessons 1-4 in the All About Computers section of the Tech Readiness unit prior to beginning any keyboarding instruction. This unit introduces students to the basics of technology including the parts of a computer, using an internet browser, following computer lab rules, and how to click and scroll using a mouse; in addition to, lessons on Cyber Citizenship including surfing safely, cyber safety, online behavior, email rules and manners, and internet search tips. *Each lesson concludes with an optional downloadable worksheet packet designed to reinforce the material covered in each lesson. Pages may be printed or projected. It is recommended to choose only worksheets that support keyboarding instruction. Answer keys to the downloadable worksheet packets are located in the Teacher Portal. <i>wkst = worksheet</i>	Students should be instructed to read along as the teacher reads and discusses the contents of Lessons 1-9 aloud. Each lesson in this unit can be completed in approximately 25 minutes. At the teacher's discretion and upon review and discussion of each lesson, students may complete chosen worksheets.	Observation

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Unit 2: Learning to Type SKILL: Introduction to Keyboarding (6 lessons)	Instructional Notes	Assessment
Foundational Lessons: Learning to Type (6 lessons) Location: Curriculum > Learning to Type Unit > Lessons 1-6 (with optional worksheets*) • Lesson 1: Why Should I Learn to Type? (Optional wkst 2, 4) • Lesson 2: Where Do My Fingers Go? (Recommended wkst 2) • Lesson 3: How Do I Sit? (Optional wkst 2, 3, 4) • Lesson 4: Where Should I Look? (Optional wkst 2, 3, 4) • Lesson 5: Tips for Timed Tests (Optional wkst 3, 4) • Lesson 6: How to Improve Your Typing Speed (Optional wkst 2, 3, 4) After completing the All About Computers section, it is recommended that students complete Learning to Type Lessons 1-6. This unit introduces students to proper touch-typing technique, posture, hand and finger placement on the keyboard, where students' eyes should remain while typing, preparing for timed assessments, and improving speed and accuracy. *Each lesson concludes with an optional downloadable worksheet packet designed to reinforce the material covered in each lesson. Pages may be printed or projected. It is recommended to choose only worksheets that support keyboarding instruction. Answer keys to the downloadable worksheet packets are located in the Teacher Portal. <i>wkst = worksheet</i>	Before students begin working on the computer, they should be instructed to follow along as the teacher reads and discusses the basics of beginning to learn to touch type in Lessons 1-6. Each lesson in this unit can be completed in approximately 25 minutes. At the teacher's discretion and upon review and discussion of each lesson, students may complete chosen worksheets. Points to Stress to Students Learning to Type: • Emphasis should be placed on keyboarding <u>accuracy</u>, not speed. • Students should be encouraged to always maintain <u>proper posture</u> while at a computer workstation. • Emphasize that students should keep their <u>eyes on what they are typing</u> (monitor), and not at their hands or keyboard. • Emphasis should be placed on keeping <u>fingers on the home row</u>.	OPS 5th & 6th Grade Keyboarding Rubric

Grades 5 & 6 Keyboarding Pacing Guide

Resource: EduTyping, Jr.

Unit 3: Letters, Common Symbols, Words, Sentences, & Numbers SKILLS: Show correct body and hand positions Keep eyes on copy Key from printed copy and teacher dictation Review all alphabetic keys and common symbols Demonstrate proficiency using Timed Assessments Compose at the keyboard (40 lessons)	Instructional Notes	Assessments
Foundational Lessons: Letters and Common Symbols (21 lessons) Location: Curriculum > Letters & Common Symbols Unit > Middle Row Keys > Lessons 1-7 - Lesson 1: F, J, and Space Bar - Lesson 2: D and K Keys - Lesson 3: S and L Keys - Lesson 4: A and Semicolon (;) Keys - Lesson 5: H and G Keys - Lesson 6: Apostrophe and Enter Keys - Lesson 7: Review All Keys Learned Location: Curriculum > Letters & Common Symbols Unit > Top Row Keys > Lessons 8-14 - Lesson 8: U and R Keys - Lesson 9: I and E Keys - Lesson 10: O and W Keys - Lesson 11: P and Q Keys - Lesson 12: Y and T Keys - Lesson 13: Top Row Review Words - Lesson 14: Review All Keys Learned Location: Curriculum > Letters & Common Symbols Unit > Bottom Row Keys > Lessons 15-21 - Lesson 15: M and V Keys - Lesson 16: Comma (,) and C Keys - Lesson 17: Period (.) and X Keys - Lesson 18: Z Key - Lesson 19: N and B Keys - Lesson 20: Review Bottom Row - Lesson 21: Review All Keys Learned	Each lesson in this unit can be completed in approximately 25 minutes. If students do not complete the assigned lesson, EduTyping saves the student's progress and the student can continue where he or she left off. Points to Stress to Students Learning the Home Row: - Stress that mistakes are normal and with <u>consistent practice</u>, fewer mistakes will be made. - It is important that students learn to type at a <u>slow, steady pace</u> with few errors, rather than too fast with many errors. - Stress the importance of keeping fingers on the <u>home row keys</u> so that proper reach technique can be achieved. Points to Stress to Students Learning to Type: - Emphasis should be placed on keyboarding <u>accuracy</u>, not speed. - Students should be encouraged to always maintain <u>proper posture</u> while at a computer workstation. - Emphasize that students should keep their <u>eyes on what they are typing</u> (monitor), and not at their hands or keyboard. - Emphasis should be placed on keeping <u>fingers on the home row</u>.	Option 1: OPS 5th & 6th Grade Keyboarding Rubric Option 2: Timed Lessons timed tests, 30-60 seconds per test Location: Timed Lessons > Middle Row > Middle Row Words and Middle Row Phrases Timed Lessons > Top Row > Top Row Words and Top Row Phrases Timed Lessons > Bottom Row > Bottom Row Words and Bottom Row Phrases Timed Lessons > All Rows > Words in Sports and Pizza Toppings Timed Lessons > Capital Letters > Board Games and Sweets and Treats Timed Lessons > Typing Complete Sentences > Being Cyber Safe, Winter Activities, Many Kinds of Pizza, Scouting, Little League Baseball The Assessments unit measures students' typing speed and accuracy in a pre-determined amount of time. Assessments should only be assigned once the corresponding lessons have been completed. Minimum achievement competency for Grades 5 & 6: Minimum speed of 15-18 wpm with 88% accuracy If the benchmark feature has been enabled, students should achieve the minimum competency.

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Resource: EduTyping, Jr.

The Letters & Common Symbols unit introduces students in Grades 5 and 6 to touch type using a row-by-row approach. This allows for motor and dexterity skills to be developed in a structured and sequential format. It is recommended that students master proper finger placement and technique of the home row (and remaining middle row) keys prior to learning the top and bottom row keys. Teachers may use the EduTyping Notepad (available on the student-side of EduTyping) when introducing new keys or reviewing previously learned keys in a whole group setting. Teachers can dictate letters or students can dictate letters to one another in pairs. See instructional notes for more information on the use of Notepad. Benchmarks can be set in the teacher portal to prevent students from progressing to the next lesson if a pre-determined minimum speed and accuracy are not met. The benchmarks can be increased as students progress through the unit. The benchmark feature is found in the Edit Preferences section for each class found in the teacher portal.	EduTyping Notepad Location: Student side > Lessons > EduTyping Notepad (found below the units and assessments) In Notepad, instructors can model and demonstrate proper hand position and specific reaches when introducing new keys. In addition, teachers can access the content of lessons by viewing lessons from the Curriculum section of the teacher portal and use as a guide to dictate lesson content. It is recommended that at the introduction of all new keys the teacher dictate (in a rhythmic pattern) the new keys and reaches. For example: k i k, k i k, d e d, d e d and so on. Students will access the EduTyping Notepad to type from teacher-led dictation. It is recommended that during dictation, the teacher monitor students for correct posture, techniques, and finger placement.	Points to Stress to Students Begin Taking Timed Tests: • Inform students that they are taking the timed tests so that they can continue to <u>improve their touch-typing skills</u>. • Stress the importance of typing at a steady pace. • Emphasize the importance of focusing on <u>accuracy</u> as much as speed. • Encourage students by letting them know that it is <u>okay to make mistakes</u>. • Emphasize to students the importance of <u>warming up their fingers</u> so that they are prepared and ready for the timed test.
Foundational Lessons: Words & Sentences (19 lessons) Location: Curriculum > Words & Sentences Unit > Typing Words with All Rows > Lessons 1-7 • Lesson 1: The ABC's • Lesson 2: Word Patterns • Lesson 3: The 50 Most Common Words • Lesson 4: The Next 50 Most Common Words • Lesson 5: Number Words • Lesson 6: Two Letter Words • Lesson 7: Fruits and Veggies Location: Curriculum > Words & Sentences Unit > Typing Capital Letters > Lessons 8-14 • Lesson 8: Right Hand Capitals on Middle Row • Lesson 9: Left Hand Capitals on Middle Row • Lesson 10: Right Hand Capitals on Top Row • Lesson 11: Left Hand Capitals on Top Row • Lesson 12: Right Hand Capitals on Bottom Row • Lesson 13: Left Hand Capitals on Bottom Row • Lesson 14: Speed Repeat Capital Letters Location: Curriculum > Words & Sentences Unit > Typing Complete Sentences > Lessons 15-19 • Lesson 15: Sentences with Questions • Lesson 16: Rhyming Sentences • Lesson 17: Geography Facts • Lesson 18: Plural Words in Sentences • Lesson 19: Proper Nouns in Sentences		

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<u>Foundational Lessons: Numbers and Letters Review</u> (6 lessons) Location: Curriculum > Numbers and Letters Review > Learning Numbers > Lessons 1-6 • Lesson 1: 5 and 6 Keys • Lesson 2: 4 and 7 Keys • Lesson 3: 3 and 8 Keys • Lesson 4: 2 and 9 Keys • Lesson 5: 1 and 0 Keys • Lesson 6: Review All Numbers Location: Curriculum > Numbers and Letters Review > Review of Alphabetic & Numeric Keys > Lessons 7-16 • Lesson 7: Practice Home Row Keys • Lesson 8: Practice Rhyming Words • Lesson 9: Practice Bottom Row Words • Lesson 10: Left and Right Hand Reaches • Lesson 11: Math Terms • Lesson 12: Famous Places and Landmarks • Lesson 13: Famous People • Lesson 14: Famous Addresses • Lesson 15: Ice Cream • Lesson 16: Cyberbullying		
<u>Optional Reinforcement Lessons: Letters, Common Symbols, & Words</u> (9 lessons) Location: Curriculum > Practice Library • Middle and Top Row Double Letter Words • Bottom Row Words • Middle Row Review • Ice Cream Flavors • The Alphabet with Computer Words • National Holidays • Famous Disney Characters • More Famous Disney Characters • Why Learn to Type? • US Population The Practice Library Unit is designed for additional practice upon completion of the Letters & Common Symbols, Words & Sentences, and Numbers and Symbols Review Units.	For additional practice, and if instructional time allows, these lessons may be completed by students in Grades 5 and 6. Completion time will vary	

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<u>Optional Reinforcement Lessons: Making Headlines</u> (10 lessons) Location: Curriculum > Making Headlines > Any lessons The Making Headlines Unit is designed for additional practice upon completion of the Letters & Common Symbols, Words & Sentences Units, and Numbers and Symbols Review Units.	For additional practice, and if instructional time allows, these lessons may be completed by students in Grade 5 & 6. Completion time will vary	
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KEYBOARDING RUBRIC Grades 5 & 6

Student: _____

DIRECTIONS FOR KEYBOARDING TECHNIQUE:

- Use this rubric to record observations on keyboarding technique.
- Report keyboarding technique on report card for 2nd and 4th quarter only.

	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
BODY POSITION	All of the following performed most of the time, as equipment allows: - Feet flat on floor - Sitting erect in chair - Body in line with keyboard - Arms relaxed	Three of the following performed most of the time, as equipment allows: - Feet flat on floor - Sitting erect in chair - Body in line with keyboard - Arms relaxed	Two of the following performed most of the time, as equipment allows: - Feet flat on floor - Sitting erect in chair - Body in line with keyboard - Arms relaxed	One or fewer of the following performed most of the time, as equipment allows: - Feet flat on floor - Sitting erect in chair - Body in line with keyboard - Arms relaxed
HAND & FINGER POSITION	All of the following performed most of the time: - Fingers properly curved - Fingers on home row keys when not striking keys - Wrists properly elevated	Two of the following performed most of the time: - Fingers properly curved - Fingers on home row keys when not striking keys - Wrists properly elevated	One of the following performed most of the time: - Fingers properly curved - Fingers on home row keys when not striking keys - Wrists properly elevated	None of the following performed most of the time: - Fingers properly curved - Fingers on home row keys when not striking keys - Wrists properly elevated
KEY STROKING TECHNIQUE	All of the following performed most of the time: - Fingers stroke keys with minimum hand and arm movement - Correct fingers used for each key - Use proper alternate hand for shift key - Strikes keys without looking at hands	Three of the following performed most of the time: - Fingers stroke keys with minimum hand and arm movement - Correct fingers used for each key - Use proper alternate hand for shift key - Strikes keys without looking at hands	Two of the following performed most of the time: - Fingers stroke keys with minimum hand and arm movement - Correct fingers used for each key - Use proper alternate hand for shift key - Strikes keys without looking at hands	One or fewer of the following performed most of the time: - Fingers stroke keys with minimum hand and arm movement - Correct fingers used for each key - Use proper alternate hand for shift key - Strikes keys without looking at hands

Accuracy: _____ % Accuracy Goal: 88%	Words Per Minute: _____ % WPM Goal: 15-18 wpm
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2 nd Quarter Technique Evaluation Notes	4 th Quarter Technique Evaluation Notes
O S N U	O S N U Words per minute (4 th qtr. only): _____

OPS Handwriting & Keyboarding Lesson Plan

	Time: _____ Unit: _____ Lesson: _____
Content Standards/ Indicators	
Materials	
Anticipatory Set	
Objective/ Learning Goal	I will know: I will be able to:
Procedures	Modeled: Shared: Guided: Independent:
Summary	