

On-line Writing Test Student Preparation Word Processing Skills Scope and Sequence

GOAL: Students compose using the computer as a tool for writing.

IS indicates the expected grade level at which a skill is introduced. **Any skill may be introduced prior to the officially indicated grade level.**

IS	Introduce Skill	DS	Develop Skill	IU	Independent Use of Skill		
-----------	------------------------	-----------	----------------------	-----------	---------------------------------	--	--

Basic Computer/Technology Use	K	1	2	3	4	5
Saves document (teacher opens and quits)	IS	IS				
Opens, saves, and quits documents		IS	DS	IU	IU	IU
Uses mouse	IS	IS	DS	DS	IU	IU
Locates and uses letter and number keys (not word processing)	IS	DS	DS	DS	IU	IU
Changes cursor placement in document		IS	DS	IU	IU	IU
Starts and shuts down computer		IS	DS	IU	IU	IU
Prints document		IS	DS	IU	IU	IU

File and Resource Management	K	1	2	3	4	5
Logs into network using password	IS	DS	IU	IU	IU	IU
Saves and finds files and folders		IS	DS	DS	IU	IU

Using Computer to Compose	K	1	2	3	4	5
Composes and edits using a word processing program		IS	IS	DS	DS	IU
Uses consistent way within a text to indicate paragraphing: indent or block/skip line				IS	DS	IU
Uses VDOE writing test interface					IS	DS

Keyboarding	K	1	2	3	4	5
Uses proper posture	IS	IS	DS	IU	IU	IU
Uses the space bar, return/enter, shift for capitalization		IS	DS	DS	DS	IU
Manipulates font: size and style		IS	IS	DS	IU	IU
Uses cut/copy/paste feature			IS	DS	DS	IU
Uses undo/redo feature			IS	DS	DS	IU
Uses backspace, delete, and insert			IS	IS	DS	IU
Uses spell check feature				IS	DS	DS
Uses indent tab feature				IS	DS	IU
Uses italics, underlining, and bold feature				IS	IS	DS
Keys text using correct keyboarding technique (Explicit Instruction using Herzog System or computer-based program such as Mavis Beacon or All The Right Type)					IS	DS

Guidelines for Developing Student Word Processing Skills and Use of the Computer as a Tool for Writing

- 1. Computer and word processing skills are taught so that students become competent enough in using the computer and keyboard to effortlessly record and save their thoughts and ideas—the physical act of using the computer doesn't slow down their thinking process.**
- 2. ITRTs will assist K-5 teachers to implement the grade level skills indicated by the Scope and Sequence.**
- 3. Fourth grade students should receive a minimum of 8 hours of direct instruction in keyboarding techniques.**
- 4. In schools using Herzog System for direct instruction of fourth graders, ITRTs will model lessons and co-teach with classroom teachers until classroom teachers become comfortable enough to lead lessons.**
- 5. Students should apply the skills they have learned by having multiple and flexible opportunities to use their skills in both guided and independent practice, e.g., center time to practice skills using computer software, choice to draft using word processing during writing workshop time.**
- 6. First through fifth grade students should have multiple opportunities to apply keyboarding skills within the writing process: generating ideas, composing, revising, and editing.**
- 7. When students use the computer to gather information/research a topic and compose, they should acknowledge copyrighted material, understand the concept of plagiarism, and cite resources as indicated by the grade-level Standards of Learning. Classroom teachers and media specialists should partner to help students understand and apply the new standards.**
 - 3.11d . Understand the difference between plagiarism and using own words.**
 - Plagiarism is using someone else's ideas or words without giving credit.
 - Review their written drafts so that the language and/or thoughts of another author are given proper credit.
 - 4.9 a. Give credit to sources used in research.**
 - Review their written drafts so that the language and/or thoughts of another author are given proper credit.
 - b. Understand the difference between plagiarism and using own words.**
 - Plagiarism is using someone else's ideas or words without giving credit.
 - 5.9 e. Develop notes that include important concepts, summaries, and identification of information sources.**
 - Prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used.
 - f. Give credit to sources used in research.**
 - Prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used.
 - Provide a list of sources including author, title, and date.
 - g. Define the meaning and consequences of plagiarism.**