Handwriting Sentence Copying: Model-and-Blank Practice Sheets

Checking Rubric

1. The copy matches the model word for word.

2. Capitalization matches the model at each capital position.

3. Punctuation marks are present, correctly shaped, and placed according to the convention.

4. Word gaps are consistent and visibly larger than letter gaps; the count of word gaps matches the model.

5. Letter heights follow the convention: x-height between baseline and midline, ascenders above the midline, descenders below the baseline.

6. Valid letter-style alternatives listed as open features are accepted. 7. Differences are noted specifically, using the convention's fixed and open features.

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Complete worked example / separate answer key

A model row shows the sentence 'The cat sat.' above two blank ruled lines. The convention states that x-height is baseline to midline, capitals rise to the cap line, the full stop sits on the baseline, and word gaps must be consistent and larger than letter gaps. A learner copies 'the cat sat' on the first blank line. Using the convention, identify the differences and state what a correct copy should contain.

Answer: The copy differs in capitalization: the model begins with a capital T, but the copy begins with a lowercase t. The copy also omits the full stop after 'sat'. The word gaps appear consistent, and the letter heights sit between baseline and midline as required. A correct copy should read 'The cat sat.' with a capital T at the start, a full stop on the baseline after 'sat', and consistent word gaps. The learner may use joined or unjoined letters, provided the fixed features are preserved.

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Original tasks 1, 2 / complete keys

Task 1

A model row shows 'We can go.' above two blank lines. The convention fixes capitals, full stops on the baseline, and consistent word gaps. A learner copies 'we can go.' on the first blank line. Identify the difference and state the corrected copy.

Answer: The copy begins with a lowercase w instead of a capital W. The corrected copy is 'We can go.' with a capital W, a full stop on the baseline, and consistent word gaps.

Reason: The model's first word begins with a capital letter, and the convention lists capitalization as a fixed feature. The full stop is present and on the baseline, and the word gaps match the model's three words and two gaps. Only the initial capital differs.

Check: Count the words (three) and word gaps (two) in the model and the copy; they match. Check the first letter against the model's capital position. Check that the full stop sits on the baseline.

Task 2

A model row shows 'Is it red?' above two blank lines. The convention fixes question marks at cap height and consistent word gaps. A learner copies 'Is it red.' on the first blank line. Identify the difference and state the corrected copy.

Answer: The copy uses a full stop instead of a question mark. The corrected copy is 'Is it red?' with a question mark at cap height and consistent word gaps.

Reason: The model ends with a question mark, which the convention places at cap height. The copy's full stop is on the baseline and is the wrong mark. Capitalization and word gaps match the model.

Check: Count punctuation marks in the model (one) and in the copy (one); the counts match but the mark differs. Check the mark's shape and height against the convention. Count words (three) and word gaps (two).

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Original tasks 3, 4 / complete keys

Task 3

A model row shows 'Tom has a map.' above two blank lines. The convention fixes capitals, full stops on the baseline, and word gaps larger than letter gaps. A learner copies 'Tomhas a map.' on the first blank line. Identify the difference and state the corrected copy.

Answer: The first two words are run together, so the word gap between 'Tom' and 'has' is missing. The corrected copy is 'Tom has a map.' with four words, three word gaps, a capital T, and a full stop on the baseline.

Reason: The model has four words and three word gaps. The copy has four words but only two visible word gaps because 'Tom' and 'has' are joined. Capitalization and the full stop match the model.

Check: Count words (four) and word gaps (three) in the model and in the copy. The copy's word-gap count is two, so one gap is missing. Check that each word gap is visibly larger than letter gaps.

Task 4

A model row shows 'Ben hid a pen.' above two blank lines. The convention fixes capitals, full stops on the baseline, and word gaps larger than letter gaps. A learner copies 'ben hid a pen' on the first blank line. Identify the differences and state the corrected copy.

Answer: The copy begins with a lowercase b instead of a capital B, and it omits the full stop after 'pen'. The corrected copy is 'Ben hid a pen.' with a capital B, a full stop on the baseline, and three consistent word gaps.

Reason: The model's first word begins with a capital letter, and the model ends with a full stop. The copy has neither. The word count (four) and word-gap count (three) match the model, and the letter heights follow the convention.

Check: Check the first letter against the model's capital position. Count punctuation marks in the model (one) and in the copy (zero). Count words (four) and word gaps (three) in both.

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Worked example, Task 1, Task 2, Task 3, Task 4 / Separate Answer Key: Expected Copies and Count Checks

Illustrative 4 mm x-height, 8 mm baseline-to-baseline; hypothetical values to be replaced by measured paper.

Convention: x-height is baseline to midline; capitals rise to the cap line; full stop sits on the baseline; question mark sits at cap height; word gaps must be consistent and visibly larger than letter gaps. Joined or unjoined letterforms are open features; capitalization, punctuation placement, and word spacing are fixed.

Row 1 model: 'We can go.' Expected copy: 'We can go.' Counts: 3 words, 2 word gaps, 1 punctuation mark (full stop on baseline).

Row 2 model: 'Is it red?' Expected copy: 'Is it red?' Counts: 3 words, 2 word gaps, 1 punctuation mark (question mark at cap height).

Row 3 model: 'Tom has a map.' Expected copy: 'Tom has a map.' Counts: 4 words, 3 word gaps, 1 punctuation mark (full stop on baseline).

Row 4 model: 'Ben hid a pen.' Expected copy: 'Ben hid a pen.' Counts: 4 words, 3 word gaps, 1 punctuation mark (full stop on baseline).

Line-spacing values shown on the worksheet are hypothetical examples (4 mm x-height, 8 mm baseline-to-baseline); replace with measurements of the actual paper and equipment.

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Source rubric / reflection

- [ ] The copy matches the model word for word.
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- [ ] Word gaps are consistent and visibly larger than letter gaps; the count of word gaps matches the model.
- [ ] Letter heights follow the convention: x-height between baseline and midline, ascenders above the midline, descenders below the baseline.
- [ ] Valid letter-style alternatives listed as open features are accepted.
- [ ] Differences are noted specifically, using the convention's fixed and open features.

Reflection: What did you check, what did you change, and what will you try next?