Uppercase Letterform Trace-and-Copy Rows: A Structured Handwriting Worksheet Plan

Original tasks 1, 2 / complete keys

Task 1

A row shows a solid capital T, a dotted T with a start dot at the top center and an arrow pointing down, then a separate arrow pointing left to right for the crossbar. The learner traces the vertical stroke but starts the crossbar from the right. Is this a valid trace? Give a reason and a check method.

Answer: No, the crossbar should start from the left and move right as shown by the arrow. The vertical stroke is correct because it started at the top center and moved down.

Reason: The start dot and arrows define stroke order and direction. Starting the crossbar from the right reverses the stated direction, even though the shape may look similar.

Check: Compare the traced crossbar to the arrow: the tool should begin at the left end and move right. Mark yes or no on the rubric item for arrow direction.

Task 2

A learner copies a capital E in the blank space. The solid model has three equal horizontal arms. The copy has a shorter middle arm. The start dot was used and all arrows were followed. Using the rubric, state whether the copy is acceptable and give one fix.

Answer: The copy is acceptable as a valid alternative because the start dot and arrows were followed and the letter is legible. One fix is to compare the middle arm length to the model and adjust it if the learner wants a closer match.

Reason: Letter styles vary, and the rubric accepts alternatives that preserve stroke order and legibility. Equal arm length is a style choice, not a universal requirement.

Check: Check the rubric items for start dot, arrow direction, row boundaries, and legibility. If all pass, the copy is acceptable; note the arm length as an optional refinement.

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Original tasks 3, 4 / complete keys

Task 3

A planned row uses a hypothetical row height of 12 units and a dot spacing of 2 units. The actual paper measures 10 units in height. Should the planned values be used without change? Explain and give a check method.

Answer: No. The planned values are hypothetical examples and must be adjusted to the measured paper. The row height should not exceed the measured paper height, and dot spacing should be set after measuring the actual equipment.

Reason: Numerical values in the plan are examples, not standards. Using them without measurement risks rows that do not fit the paper.

Check: Measure the paper height, compare it to the planned row height, and label any chosen value as a hypothetical example before publication.

Task 4

A learner traces a dotted capital G and then copies it. The trace follows all arrows, but the copy omits the crossbar. The solid model includes a crossbar. Is the copy a valid alternative? Give a reason and a check method.

Answer: The copy is a valid alternative because the plan accepts a capital G with or without a crossbar, provided stroke order and legibility are preserved. If the learner wants to match the model exactly, add the crossbar as an optional refinement.

Reason: Valid alternatives preserve the stated stroke logic and remain recognizable. The convention explicitly allows a capital G to include or omit a crossbar, so the omission is a style variation rather than a mismatch.

Check: Check the rubric items for start dot, arrow direction, row boundaries, and legibility. If all pass, the copy is acceptable; note the crossbar as an optional style refinement rather than a required fix.

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Source rubric / reflection

- [ ] Start dot used for the first stroke.
- [ ] Arrow direction followed for each stroke.
- [ ] Letter stays within the row boundaries.
- [ ] Copy is legible and recognizable.
- [ ] Valid alternative style accepted when stroke order is preserved.
- [ ] One specific improvement noted for the next row.

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