

## **Anoka-Hennepin Keyboarding Grades 3-5**

### **September 2007**

Research shows that many factors contribute to successful keyboarding development for elementary students. Below are the guidelines for implementing a successful keyboarding experience for Anoka-Hennepin students.

#### **Outcomes**

Anoka-Hennepin elementary keyboarding instruction focuses on:

- Proper Posture
- Correct Technique
- Accuracy
- Speed

#### **Teaching**

For students to develop touch-typing skills, teachers need to know:

- a. Correct skill acquisition is key. Accuracy and form are more important than speed.
- b. Monitoring of student performance is key to insuring bad habits are not developed.
- c. Skills should be practiced regularly over time or they will be lost.
- d. The computer software is a tool - the teacher does the actual teaching.
- e. Direct instruction is to be provided by the classroom teacher – not a para.
- f. A scoring rubric has been created and should be followed by all teachers.

#### **Proper Posture:**

- a. Feet on floor, one foot slightly ahead
- b. Fingers curved
- c. Hands not resting on keyboard or table
- d. Sitting up straight leaning slightly forward
- e. Head up and eyes level with top of screen
- f. Elbows naturally close to body
- g. Center body in front of letters on keyboard
- h. Back straight
- i. Keyboard at edge of table

*Schools are encouraged to acquire adjustable-height chairs to ensure appropriate posture.*

#### **Correct Technique:**

- a. Fingers resting lightly on home row
- b. Correct fingering for all letters, shift, tab, space, return, and punctuation
- c. One space after all punctuation
- d. Eyes off keyboard as much as possible

#### **Accuracy:**

Correct fingering is the highest priority. Faster speed and increased efficiency will be optimized if accuracy is stressed throughout keyboarding instruction.

#### **Speed:**

It is recommended that speed (words per minute) be used as a grading criterion only in grades 4 and 5 for “E” grade. See rubric for speed goals.

#### **Scheduling**

The most effective learning comes from regular, small, frequent sessions of skill building with ongoing and regular opportunities to practice over time (such as regular composing at a keyboard

- **not** completing one research project per year). It may be necessary for schools to adjust computer lab schedules to accommodate appropriate keyboarding instruction.

Grade 3:

- At least three, 20-25 minute sessions per week, for six weeks.
- Begin in 2<sup>nd</sup> or 3<sup>rd</sup> trimester
- Direct instruction by classroom teacher. Any practice sessions facilitated by a para is additional time.

Grade 4:

- At least three, 20-25 minute sessions per week, for six weeks.
- Begin in 1<sup>st</sup> or 2<sup>nd</sup> trimester
- Direct instruction by classroom teacher. Any practice sessions facilitated by a para is additional time.

Grade 5:

- Direct instruction (review) as needed.
- Keyboarding skills are reinforced by the teacher through ongoing curriculum-based word processing activities and projects.