

**Connecticut State Department of Education  
Academic Office**



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

**Charlene M. Russell-Tucker  
Commissioner of Education**

**Request for Information  
RFI #002**

**Manuscript Writing and Cursive Writing  
Curriculum/Resources  
and Professional Learning Supports**

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Part I. Information

Legal Authority:

Connecticut General Statute (C.G.S.) Section 10-25b(b), as amended by Public Act No. 23-167, Section 16, effective July 1, 2023, (“An Act Concerning Transparency in Education”) directs the Connecticut State Department of Education (CSDE) to develop a model curriculum for grades kindergarten to grade eight, inclusive, that shall include cursive writing, that may be used in whole or in part by any local or regional board of education.

Contact Information:

Questions concerning this Request for Information (RFI) may be directed to the CSDE Academic Office, Irene Parisi, Chief Academic Officer ([Irene.Parisi@ct.gov](mailto:Irene.Parisi@ct.gov) or 860-713-6852).

Schedule:

Task	Organization/Agent	Required Action	Date
Issue RFI	CSDE	Post the RFI on the Department of Administrative Services (DAS) State Contracting Portal and the CSDE Website.	November 16, 2023
Receive Questions from Prospective RFI Respondents	Prospective RFI Respondents	Review the RFI and submit any questions via email to <a href="mailto:Irene.Parisi@ct.gov">Irene.Parisi@ct.gov</a> .	November 16, 2023- November 24, 2023
Amend the RFI and Answer Submitted Questions	CSDE	Publish amendments to the RFI and written responses to submitted questions on the DAS State Contracting Portal and the CSDE Website.	November 28, 2023
Submit Information	RFI Respondents	Submit information to the CSDE by email to <a href="mailto:Irene.Parisi@ct.gov">Irene.Parisi@ct.gov</a> .	December 12, 2023

Freedom of Information:

This RFI is being issued solely for informational planning purposes and does not constitute a solicitation. Pursuant to C.G.S. Section 1-210 et seq. (the FOIA), all questions and responses to this RFI are considered public records and every person shall have the right to (1) inspect such

records promptly during regular office or business hours; (2) copy such records in accordance with C.G.S. Section 1-212(g); or (3) receive a copy of such records in accordance with C.G.S. Section 1-212.

## Part II. Request for Information

### Background:

The CSDE requests information from interested providers for manuscript writing curricula, cursive writing curricula, supplemental instructional materials, professional learning opportunities for district leaders and educators on manuscript and cursive writing, and other materials deemed beneficial to support students in grades kindergarten to grade three, inclusive, to write legibly and fluently by hand using manuscript, and students in grades kindergarten to grade eight, inclusive, to write legibly and fluently by hand using cursive writing. This RFI is not an offer, and no contract will be awarded as a result.

### Scope:

The purpose of this RFI project is to identify grades kindergarten to grade three manuscript writing curriculum/resources, grades kindergarten to grade eight cursive writing curriculum/resources, and associated professional learning supports for the handwriting component of the CSDE model curriculum being developed.

Information gathered because of this Request for Information may be included in guidance documents developed by the CSDE for distribution to each local and regional board of education.

### Responses to the RFI:

Responses may include but are not limited to explanations of the following range of resources.

1. A manuscript writing instructional sequence and a cursive writing instructional sequence that:
  - a. considers ease of letter formation and frequency of occurrence in words; and
  - b. separates visually confusing letters.
2. Materials for instructing students in:
  - a. pencil or pen grip to avoid fatigue;
  - b. consistent fluent formation of letters;
  - c. making connections between cursive letters;
  - d. strengthening automaticity and fluency in manuscript writing and cursive writing; and

- e. applying manuscript writing and cursive writing skills in a variety of writing activities.
3. Resources that support teachers to:
  - a. plan and organize handwriting instruction (e.g., pencil grip, posture, position of the writing surface);
  - b. assess handwriting skills (i.e., execution, legibility, speed) in accordance with current research;
  - c. differentiate/individualize handwriting instruction aligned to areas of student need; and
  - d. provide interventions (e.g., brief and focused instruction) and enrichment activities.
4. Materials for use by students (e.g., practice diagrams, charts, writing paper).
5. Recommendations for working with students who experience conditions related to handwriting difficulties.
6. Professional learning topics for administrators and teachers that include:
  - a. the purpose for teaching manuscript writing and cursive writing;
  - b. how handwriting contributes to essential writing skills and strategies (i.e., critical thinking, syntax, text structure, writing craft, transcription);
  - c. the connection between manuscript and cursive writing, and executive functioning skills;
  - d. supporting students who experience difficulties with handwriting;
  - e. how to use the handwriting curriculum/resources; and
  - f. instructional rigor, explicit instruction, student engagement, and flexibility of delivery of handwriting instruction.
7. Product literature, specifications, and photos, that adequately describe the available services and products.
8. Optional - Respondents may provide a list of Connecticut districts or schools currently using their resources.

### Part III. Informational Documentation Requirements

#### Submission Information:

1. By December 12, 2023, 4:00 p.m., submit a response in narrative form by email to [Irene.Parisi@ct.gov](mailto:Irene.Parisi@ct.gov) containing a complete description of the grades kindergarten to grade three manuscript writing curriculum/resources, grades kindergarten to grade eight cursive writing curriculum/resources, and associated professional learning supports as specified in the Scope section of this document.

2. Label the submission using the following information.
  - a. Request for Information: Manuscript Writing and Cursive Writing Curriculum/Resources and Professional Learning Supports
  - b. RFI #002
  - c. Include the following title in the subject line of the submission email: Manuscript Writing and Cursive Writing RFI.

#### Part IV. Definitions

**Curriculum** - The curriculum is different from state and national academic standards in that standards define what students are expected to learn by subject and grade. The curriculum combines how teachers will teach to develop skills and content knowledge and assess students' ability to transfer learning. Curriculum is the central roadmap for communicating essential learning outcomes for mastery by the end of a grade or grade band. The structure and organization of the curriculum are guided by a curriculum framework that must include standards-aligned concepts, skills, high-impact instructional methods, high-quality materials, and multiple means of assessment aligned to standards.

**Cursive Writing** - A type of handwriting that consists of connected letters formed by using slanted and curved strokes.

**Executive Functioning Skills** - The cognitive skills required for organizational abilities that enable an individual to focus and plan in service of a desired accomplishment.

**Explicit Instruction** - A purposeful way of overtly instructing students using a clear-cut and finite way of teaching that includes both instructional and delivery procedures.

**Fluency** - In handwriting, fluency refers to writing rate and efficiency. Fluency is the ability to form letters smoothly and at a rate conducive to written expression.

**Handwriting Difficulties** - Unusual difficulty with handwriting that can be marked by slow, nonautomatic production of writing, illegible writing, and laborious writing that may produce legible writing.

**Instructional Resources** - Items, including model lessons, charts, diagrams, and multimedia shorts, used to provide instruction to students during daily lessons, small group instruction, interventions, or self-directed activities.

Manuscript Writing - A type of handwriting that consists of unconnected letters formed by using arcs/circles and straight lines, also referred to as manuscript print.

Request for Information - A document that an organization uses to request and obtain information about a product or service from suppliers. In this structured manner, an organization can learn about the possible solutions for the scope of work as indicated in the request for information.

RFI Respondent - A supplier (e.g., publisher, organization) that provides a written response to a request for information, providing details about the possible solutions for the scope of work as indicated in the request.