

# Massachusetts Handwriting Standards

(As per Massachusetts Curriculum Frameworks: <http://www.doe.mass.edu/frameworks/current.html>)

## Updated 2009

### Guiding Principle 6

An effective English language arts curriculum provides explicit skill instruction in reading and writing. In some cases, explicit skill instruction is most effective when it precedes student need. Systematic phonics lessons, in particular decoding skills, should be taught to students before they try to use them in their subsequent reading. Systematic instruction is especially important for those students who have not developed phonemic awareness - the ability to pay attention to the component sounds of language. Effective instruction can take place in small groups, individually, or on a whole class basis. In other cases, explicit skill instruction is most effective when it responds to specific problems students reveal in their work. For example, a teacher should monitor students progress in using quotation marks to punctuate dialogue in their stories, and then provide direct instruction when needed.

### **GRADES PREK-2**

5.3 Identify correct capitalization for names and places (Janet, I, George Washington, Springfield), and correct capitalization and commas in dates (February 24, 2001).

5.4 Identify appropriate end marks (periods, question marks).

### **GRADES 3-4**

5.7 Identify correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).

### **GRADES 5-6**

4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.

4.19 Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.