

Benchmarks for 3-year-old English Language Arts

Language

- Listens attentively
- Responds appropriately in group discussions
- Speaks effectively for a variety of purposes with adults and other students
- Communicates personal experiences and interests
- Names and sorts common words into various classifications

	1	2	3

Reading & Literature

- Shows interest in books and reading related activities
- Shows some understanding of concepts of print
- Demonstrates beginning phonemic awareness
- Comprehends and responds to fiction and non-fiction text
- Recognizes and responds to rhythm and rhyme

Composition

- Represents stories through illustrations, dictation, play or words
- Uses emergent writing skills to make letters in many settings and for many purposes
- Arranges events in order when telling a story

Evaluation Descriptors

Skills are introduced and developed throughout the school year in alignment with the Massachusetts Frameworks. Gray boxes indicate the marking period when the student is expected to be Secure in the skill.

Beginning (B)

Student's work shows fragments of understanding and effort to accomplish the task. Student cannot explain the concepts or procedures involved.

Developing (D)

Student accomplishes part of the task independently and may need teacher support to complete it. Student can partially explain the concepts or procedures.

Secure (S)

Student's strategies meet the demands of the task and demonstrate a firm grasp of the concepts and procedures involved, at least 90% of the time. The student applies his/her knowledge and understanding in varying contexts.

Benchmarks for 4-year-old English Language Arts

Language

- Listens attentively
- Responds appropriately in group discussions
- Speaks effectively for a variety of purposes with adults and other students
- Communicates personal experiences and interests
- Names and sorts common words into various classifications

	1	2	3
Listens attentively			
Responds appropriately in group discussions			
Speaks effectively for a variety of purposes with adults and other students			
Communicates personal experiences and interests			
Names and sorts common words into various classifications			

Reading & Literature

- Shows interest in books and reading related activities
- Shows some understanding of concepts of print
- Demonstrates beginning phonemic awareness
- Comprehends and responds to fiction and non-fiction text
- Recognizes and responds to rhythm and rhyme

Shows interest in books and reading related activities			
Shows some understanding of concepts of print			
Demonstrates beginning phonemic awareness			
Comprehends and responds to fiction and non-fiction text			
Recognizes and responds to rhythm and rhyme			

Composition

- Represents stories through illustrations, dictation, play or words
- Uses emergent writing skills to make letters in many settings and for many purposes
- Arranges events in order when telling a story

Represents stories through illustrations, dictation, play or words			
Uses emergent writing skills to make letters in many settings and for many purposes			
Arranges events in order when telling a story			

Evaluation Descriptors

Skills are introduced and developed throughout the school year in alignment with the Massachusetts Frameworks. Gray boxes indicate the marking period when the student is expected to be Secure in the skill.

Beginning (B)

Student's work shows fragments of understanding and effort to accomplish the task. Student cannot explain the concepts or procedures involved.

Developing (D)

Student accomplishes part of the task independently and may need teacher support to complete it. Student can partially explain the concepts or procedures.

Secure (S)

Student's strategies meet the demands of the task and demonstrate a firm grasp of the concepts and procedures involved, at least 90% of the time. The student applies his/her knowledge and understanding in varying contexts.

Benchmarks for Kindergarten English Language Arts

Language

- Listens attentively and responds appropriately in group discussions
- Speaks effectively for a variety of purposes with adults and other students
- Understands and acquires new vocabulary and uses it correctly in reading and writing
- Names and sorts common words into various classifications

	1	2	3
Listens attentively and responds appropriately in group discussions			
Speaks effectively for a variety of purposes with adults and other students			
Understands and acquires new vocabulary and uses it correctly in reading and writing			
Names and sorts common words into various classifications			

Reading & Literature

- Shows interest in books and reading related activities
- Demonstrates some understanding of concepts of print
- Identifies letters and letter sounds of the alphabet
- Demonstrates beginning phonemic awareness
- Gains strategies to be able to comprehend and respond to fiction and non-fiction text
- Recognizes and respond to rhythm and rhyme
- Identifies differences among the common forms of literature

Shows interest in books and reading related activities			
Demonstrates some understanding of concepts of print			
Identifies letters and letter sounds of the alphabet			
Demonstrates beginning phonemic awareness			
Gains strategies to be able to comprehend and respond to fiction and non-fiction text			
Recognizes and respond to rhythm and rhyme			
Identifies differences among the common forms of literature			

Composition

- Represents information through illustrations, dictation, play or words
- Makes speech to print connections
- Uses letters or phonetically spelled words to convey meaning
- Prints upper and lower case letters of the alphabet
- Arranges events in order when writing or dictating a story

Represents information through illustrations, dictation, play or words			
Makes speech to print connections			
Uses letters or phonetically spelled words to convey meaning			
Prints upper and lower case letters of the alphabet			
Arranges events in order when writing or dictating a story			

Evaluation Descriptors

Skills are introduced and developed throughout the school year in alignment with the Massachusetts Frameworks. Gray boxes indicate the marking period when the student is expected to be Secure in the skill.

Beginning (B)

Student's work shows fragments of understanding and effort to accomplish the task. Student cannot explain the concepts or procedures involved.

Developing (D)

Student accomplishes part of the task independently and may need teacher support to complete it. Student can partially explain the concepts or procedures.

Secure (S)

Student's strategies meet the demands of the task and demonstrate a firm grasp of the concepts and procedures involved, at least 90% of the time. The student applies his/her knowledge and understanding in varying contexts.

Benchmarks for 1st Grade English Language Arts

Language

- Speaks effectively for a variety of purposes with adults and other students
- Listens attentively and responds appropriately in group discussions
- Understands and acquires new vocabulary and uses it correctly
- Begins to identify word usage and punctuation

	1	2	3
Speaks effectively for a variety of purposes with adults and other students			
Listens attentively and responds appropriately in group discussions			
Understands and acquires new vocabulary and uses it correctly			
Begins to identify word usage and punctuation			

Reading & Literature

- Demonstrates full phonemic awareness
- Reads orally with fluency, expression, and comprehension at grade level
- Shows knowledge of beginning word solving skills
- Identifies main ideas and basic facts in a story
- Uses background knowledge to predict and justify what will happen next in stories

Demonstrates full phonemic awareness			
Reads orally with fluency, expression, and comprehension at grade level			
Shows knowledge of beginning word solving skills			
Identifies main ideas and basic facts in a story			
Uses background knowledge to predict and justify what will happen next in stories			

Composition

- Begins to write on a topic and adds supporting details
- Organizes thoughts and ideas with support
- Begins to write effectively for a variety of purposes and audiences
- Begins to edit own work with support
- Begins to use conventional spelling in written work
- Begins to apply conventions of grammar, usages, and mechanics
- Begins to write legibly in manuscript

Begins to write on a topic and adds supporting details			
Organizes thoughts and ideas with support			
Begins to write effectively for a variety of purposes and audiences			
Begins to edit own work with support			
Begins to use conventional spelling in written work			
Begins to apply conventions of grammar, usages, and mechanics			
Begins to write legibly in manuscript			

Evaluation Descriptors

Skills are introduced and developed throughout the school year in alignment with the Massachusetts Frameworks. Gray boxes indicate the marking period when the student is expected to be Secure in the skill.

Beginning (B)

Student's work shows fragments of understanding and effort to accomplish the task. Student cannot explain the concepts or procedures involved.

Developing (D)

Student accomplishes part of the task independently and may need teacher support to complete it. Student can partially explain the concepts or procedures.

Secure (S)

Student's strategies meet the demands of the task and demonstrate a firm grasp of the concepts and procedures involved, at least 90% of the time. The student applies his/her knowledge and understanding in varying contexts.

Benchmarks for 2nd Grade English Language Arts

Language

- Speaks effectively for a variety of purposes with adults and other students
- Listens attentively and responds appropriately in group discussions
- Understands and acquires new vocabulary and uses it correctly in speaking, reading, and writing
- Identifies word usage and punctuation

	1	2	3
Speaks effectively for a variety of purposes with adults and other students			
Listens attentively and responds appropriately in group discussions			
Understands and acquires new vocabulary and uses it correctly in speaking, reading, and writing			
Identifies word usage and punctuation			

Reading & Literature

- Reads orally with fluency, expression, and comprehension at grade level
- Increases sophistication in using word solving skills in second grade level text
- Identifies the basic facts and main ideas in a story and uses them as a basis for interpretation
- Uses background knowledge to predict and justify what will happen next in stories

Reads orally with fluency, expression, and comprehension at grade level			
Increases sophistication in using word solving skills in second grade level text			
Identifies the basic facts and main ideas in a story and uses them as a basis for interpretation			
Uses background knowledge to predict and justify what will happen next in stories			

Composition

- Writes on a topic and adds supporting details
- Organizes thoughts and ideas with minimal support
- Writes effectively for a variety of purposes and audiences
- Uses given criteria to evaluate writing
- Applies word knowledge to spell an increasing number of words correctly
- Applies conventions of grammar, usages, and mechanics
- Writes legibly in manuscript

Writes on a topic and adds supporting details			
Organizes thoughts and ideas with minimal support			
Writes effectively for a variety of purposes and audiences			
Uses given criteria to evaluate writing			
Applies word knowledge to spell an increasing number of words correctly			
Applies conventions of grammar, usages, and mechanics			
Writes legibly in manuscript			

Evaluation Descriptors

Skills are introduced and developed throughout the school year in alignment with the Massachusetts Frameworks. Gray boxes indicate the marking period when the student is expected to be Secure in the skill.

Beginning (B)

Student's work shows fragments of understanding and effort to accomplish the task. Student cannot explain the concepts or procedures involved.

Developing (D)

Student accomplishes part of the task independently and may need teacher support to complete it. Student can partially explain the concepts or procedures.

Secure (S)

Student's strategies meet the demands of the task and demonstrate a firm grasp of the concepts and procedures involved, at least 90% of the time. The student applies his/her knowledge and understanding in varying contexts.

Benchmarks for 3rd Grade English Language Arts

Language

- Speaks effectively for a variety of purposes with adults and other students
- Listens attentively and responds appropriately in group discussions
- Understands and acquires new vocabulary and uses it correctly in reading and writing
- Uses formal and informal English appropriately

	1	2	3
Speaks effectively for a variety of purposes with adults and other students			
Listens attentively and responds appropriately in group discussions			
Understands and acquires new vocabulary and uses it correctly in reading and writing			
Uses formal and informal English appropriately			

Reading & Literature

- Uses letter-sound knowledge to decode written English
- Reads grade appropriate text fluently and with comprehension
- Interprets text using basic facts and main ideas
- Provides evidence from text to support understanding
- Uses knowledge of the structures and elements of a variety of genres to support understanding

Uses letter-sound knowledge to decode written English			
Reads grade appropriate text fluently and with comprehension			
Interprets text using basic facts and main ideas			
Provides evidence from text to support understanding			
Uses knowledge of the structures and elements of a variety of genres to support understanding			

Composition

- Writes with a clear focus, coherent organization and sufficient detail
- Uses appropriate language for different audiences and purposes
- Revises writing to improve word choice and level of detail
- Conducts research by asking questions, locating sources, and evaluating information
- Writes legibly in manuscript
- Writes legibly in cursive
- Applies conventions of grammar, usage, and mechanics
- Uses conventional spelling

Writes with a clear focus, coherent organization and sufficient detail			
Uses appropriate language for different audiences and purposes			
Revises writing to improve word choice and level of detail			
Conducts research by asking questions, locating sources, and evaluating information			
Writes legibly in manuscript			
Writes legibly in cursive			
Applies conventions of grammar, usage, and mechanics			
Uses conventional spelling			

Evaluation Descriptors

Skills are introduced and developed throughout the school year in alignment with the Massachusetts Frameworks. Gray boxes indicate the marking period when the student is expected to be Secure in the skill.

Beginning (B)

Student's work shows fragments of understanding and effort to accomplish the task. Student cannot explain the concepts or procedures involved.

Developing (D)

Student accomplishes part of the task independently and may need teacher support to complete it. Student can partially explain the concepts or procedures.

Secure (S)

Student's strategies meet the demands of the task and demonstrate a firm grasp of the concepts and procedures involved, at least 90% of the time. The student applies his/her knowledge and understanding in varying contexts.

Benchmarks for 4th Grade English Language Arts

Language

- Speaks effectively for a variety of purposes with adults and other students
- Listens attentively and responds appropriately in group discussions
- Understands and acquires new vocabulary and uses it correctly in reading and writing
- Uses formal and informal English appropriately

	1	2	3
Speaks effectively for a variety of purposes with adults and other students			
Listens attentively and responds appropriately in group discussions			
Understands and acquires new vocabulary and uses it correctly in reading and writing			
Uses formal and informal English appropriately			

Reading & Literature

- Uses letter-sound knowledge to decode written English
- Reads grade appropriate text fluently and with comprehension
- Interprets text using basic facts and main ideas
- Provides evidence from text to support understanding
- Uses knowledge of the structures and elements of a variety of genres to support understanding

Uses letter-sound knowledge to decode written English			
Reads grade appropriate text fluently and with comprehension			
Interprets text using basic facts and main ideas			
Provides evidence from text to support understanding			
Uses knowledge of the structures and elements of a variety of genres to support understanding			

Composition

- Writes with a clear focus, coherent organization and sufficient detail
- Uses appropriate language for different audiences and purposes
- Revises writing to improve word choice and level of detail
- Conducts research by asking questions, locating sources, and evaluating information
- Writes legibly in manuscript
- Writes legibly in cursive
- Applies conventions of grammar, usage, and mechanics
- Uses conventional spelling

Writes with a clear focus, coherent organization and sufficient detail			
Uses appropriate language for different audiences and purposes			
Revises writing to improve word choice and level of detail			
Conducts research by asking questions, locating sources, and evaluating information			
Writes legibly in manuscript			
Writes legibly in cursive			
Applies conventions of grammar, usage, and mechanics			
Uses conventional spelling			

Evaluation Descriptors

Skills are introduced and developed throughout the school year in alignment with the Massachusetts Frameworks. Gray boxes indicate the marking period when the student is expected to be Secure in the skill.

Beginning (B)

Student's work shows fragments of understanding and effort to accomplish the task. Student cannot explain the concepts or procedures involved.

Developing (D)

Student accomplishes part of the task independently and may need teacher support to complete it. Student can partially explain the concepts or procedures.

Secure (S)

Student's strategies meet the demands of the task and demonstrate a firm grasp of the concepts and procedures involved, at least 90% of the time. The student applies his/her knowledge and understanding in varying contexts.

Benchmarks for 5th Grade English Language Arts

Reading & Literature

- Reads orally with fluency and expression
- Comprehends what he/she reads in a variety of texts
- Participates in reading discussions
- Uses strategies to determine word meaning
- Identifies parts of a story
- Identifies the main idea of a selection
- Completes an appropriate graphic organizer
- Makes connections between texts
- Demonstrates independent reading habits

	1	2	3

Language and Composition

- Demonstrates effective verbal communication
- Expresses ideas clearly in written form
- Applies conventions of grammar, usage, and mechanics
- Applies knowledge of parts of speech
- Uses correct spelling of Standard English words
- Ability to generate questions to explore a topic
- Applies writing process strategies
- Writes a paragraph with a main idea and supporting details
- Effectively edits and revises work
- Uses appropriate tools (dictionary, thesaurus, etc.)

Evaluation Descriptors

Skills are introduced and developed throughout the school year in alignment with the Massachusetts Frameworks. Gray boxes indicate the marking period when the student is expected to be Secure in the skill.

Beginning (B)

Student's work shows fragments of understanding and effort to accomplish the task. Student cannot explain the concepts or procedures involved.

Developing (D)

Student accomplishes part of the task independently and may need teacher support to complete it. Student can partially explain the concepts or procedures.

Secure (S)

Student's strategies meet the demands of the task and demonstrate a firm grasp of the concepts and procedures involved, at least 90% of the time. The student applies his/her knowledge and understanding in varying contexts.

Benchmarks for 6th Grade English Language Arts

Reading & Literature

- Reads orally with fluency, proper phrasing, and expression
- Comprehends what he/she reads in a variety of texts
- Participates in reading discussions in an active and respectful manner
- Uses various strategies (context, Greek and Latin roots, suffixes and prefixes) to determine word meaning
- Recognizes the components of a complete story
- Recognizes the main topic or idea of a story
- Completes an appropriate graphic organizer or outline
- Demonstrates and sustains independent reading habits

	1	2	3
Reads orally with fluency, proper phrasing, and expression			
Comprehends what he/she reads in a variety of texts			
Participates in reading discussions in an active and respectful manner			
Uses various strategies (context, Greek and Latin roots, suffixes and prefixes) to determine word meaning			
Recognizes the components of a complete story			
Recognizes the main topic or idea of a story			
Completes an appropriate graphic organizer or outline			
Demonstrates and sustains independent reading habits			

Language and Composition

- Demonstrates effective verbal communication through class presentations, reports, and discussions
- Expresses ideas with supporting details
- Applies conventions of grammar, usage, and mechanics
- Applies knowledge of all parts of speech
- Uses correct spelling of Standard English words and knows the roots of many
- Ability to generate questions to explore a topic
- Applies writing process strategies to organize, revise, and re-write
- Writes a variety of paragraphs with a main idea and supporting details
- Uses appropriate tools (dictionary, thesaurus, and/or peer reviewers and spell-checkers)
- Knows how to access pertinent information for research

Demonstrates effective verbal communication through class presentations, reports, and discussions			
Expresses ideas with supporting details			
Applies conventions of grammar, usage, and mechanics			
Applies knowledge of all parts of speech			
Uses correct spelling of Standard English words and knows the roots of many			
Ability to generate questions to explore a topic			
Applies writing process strategies to organize, revise, and re-write			
Writes a variety of paragraphs with a main idea and supporting details			
Uses appropriate tools (dictionary, thesaurus, and/or peer reviewers and spell-checkers)			
Knows how to access pertinent information for research			

Evaluation Descriptors

Skills are introduced and developed throughout the school year in alignment with the Massachusetts Frameworks. Gray boxes indicate the marking period when the student is expected to be Secure in the skill.

Beginning (B)

Student's work shows fragments of understanding and effort to accomplish the task. Student cannot explain the concepts or procedures involved.

Developing (D)

Student accomplishes part of the task independently and may need teacher support to complete it. Student can partially explain the concepts or procedures.

Secure (S)

Student's strategies meet the demands of the task and demonstrate a firm grasp of the concepts and procedures involved, at least 90% of the time. The student applies his/her knowledge and understanding in varying contexts.