

WRITING

Definitions of “On Track” Standards

Kindergarten	<p>Students performing at the On Track level generally use a combination of drawing, dictating and writing to narrate an idea, event or several loosely linked events in order as well as provide a reaction to what happened.</p> <p>These students usually write from left to right and top to bottom and understand that words are separated by spaces in print.</p> <p>They usually print most upper- and lower-case letters correctly with appropriate spacing, and display early letter-sound spelling to convey meaning.</p>
Grade 1	<p>Students performing at the On Track level produce reasonably legible handwriting with evidence of letter, word and sentence distinction.</p> <p>They usually spell high-frequency words correctly and phonetic spelling is used to create new or unfamiliar words.</p> <p>They display simple sentence construction with an awareness of correct punctuation and capitalization in their writing samples.</p> <p>These students organize their writing around a topic most of the time and respond to feedback, adding details to strengthen their writing as needed.</p> <p>These students produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>These students can write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
Grade 2	<p>Students performing at the On Track level can write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>They can generally focus on a topic and strengthen writing as needed by revising and editing.</p> <p>These students demonstrate command of the conventions of standard English capitalization, punctuation, spelling, and grammar when writing.</p>

	<p>They can write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<p>Grade 3</p>	<p>Students performing at the On Track level demonstrate command of the conventions of standard English capitalization, punctuation, spelling, and grammar when writing.</p> <p>They use conventional spelling for high-frequency and other studies words and for adding suffixes to base words as well as use spelling patterns and generalizations in writing words.</p> <p>They can generally develop and strengthen writing as needed by planning, revising and editing.</p> <p>These students can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>They can write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>