

READING

Definitions of “On Track” Standards

Kindergarten	<p>Students performing at the On Track level can name the letters of the alphabet, can provide most of the common sounds of letters and can write simple words phonetically.</p> <p>These students usually can provide rhyming words; can indicate the number of syllables in words and can blend sounds into words.</p> <p>They have a firm knowledge of the concepts of print and typically can answer most literal questions about a story or retell most of the events in a story that is read to them.</p>
Grade 1	<p>Students performing at the On Track level can identify the beginning, middle and ending sounds in words and typically can add, delete or change letters in words to make new words.</p> <p>These students usually have a grade-level sight-word vocabulary and can write the letters of most of the consonants and vowels that correspond to the sounds that they hear in words.</p> <p>These students usually can decode regularly spelled one-syllable words, use context clues to identify the meaning of a word or phrase, and can recognize grade-appropriate irregularly spelled words.</p> <p>They typically can demonstrate their comprehension of a text they have listened to by answering most of the questions about the illustrations and the text and can demonstrate their comprehension of a text they have read by retelling most of the characters, settings, main events, and key details or information presented in a story.</p> <p>They can orally read grade-appropriate text, using fluid and automatic decoding skills with accuracy, purpose, and some sense of expression.</p>
Grade 2	<p>Students performing at the On Track level can use an apostrophe to form contractions and possessives. These students can usually determine the meaning of words that contain known root words as well as the meaning of words formed when a prefix is added.</p> <p>These students can usually use the meaning of individual words to predict the meaning of compound words, use context clues to determine the meaning of a word or phrase, and identify real-life connections between words and their use.</p> <p>They typically can demonstrate their comprehension of texts they have read by answering most questions about the ideas in the texts or orally recount the main events, author’s purpose, or central message in a story as well as describe the connection between a series of events, ideas or procedural steps</p>

in a text.

They can read orally with purpose and understanding with a high degree of accuracy and with some expression. They often use information from the text and illustrations to demonstrate understanding of its characters, setting, or plot.

They can usually describe the overall structure of a story as well as know and use various text features to locate information.