

**1 Student Progress Record for Comprehension**

Interactive features available when using Acrobat Reader:

- Type student names.
- \*Enter UI (Urgent Intervention - red), IN (Intervention - yellow), OW (On Watch - blue), AB (At/Above Benchmark - green) in the box to indicate progress.
- Use these data to form small groups for differentiated instruction.

		Student Names																				
Florida's B.E.S.T. ELA Benchmarks																						
<b>ELA.1.R.1 Reading Prose and Poetry</b>																						
Identify and describe the main story elements in a story.	ELA.1.R.1.1																					
Identify and explain the moral of the story.	ELA.1.R.1.2																					
Explain who is telling the story using context clues.	ELA.1.R.1.3																					
Identify stanzas and line breaks in poems.	ELA.1.R.1.4																					
<b>ELA.1.R.2 Reading Informational Text</b>																						
Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.	ELA.1.R.2.1																					
Identify the topic of and relevant details in a text.	ELA.1.R.2.2																					
Explain the similarities and differences between information provided in visuals and words in an informational text.	ELA.1.R.2.3																					
Identify an author's opinion(s) about the topic.	ELA.1.R.2.4																					
<b>ELA.1.R.3 Reading Across Genres</b>																						
Identify and explain descriptive words and phrases in text(s).	ELA.1.R.3.1																					

		Student Names																		
	<b>Florida's B.E.S.T. ELA Benchmarks</b>																			
Retell a text in oral or written form to enhance comprehension: a. Use main story elements at the beginning, middle, and end for a literary text. b. Use topic and important details for an informational text.	ELA.1.R.3.2																			
Compare and contrast two texts on the same topic.	ELA.1.R.3.3																			

For full understanding of each benchmark, see the benchmark clarifications and appendices provided in the [B.E.S.T. ELA Standards](#).

**\*Cut Scores**

**Urgent Intervention (UI)** Evidence supports the student is at the early stages of skill acquisition. If the student scores below the 10th percentile when assessing this skill using progress monitoring tools and other school-based assessment methods, then urgent intervention is needed.

**Intervention (IN)** Evidence supports the student showing an increased understanding of the skill. If the student scores between the 10th and 24th percentiles when assessing this skill using progress monitoring tools and other school-based assessment methods, then intervention is needed.

**On Watch (OW)** Evidence supports the student's ability to apply the skill consistently and independently. If the student scores between the 25th and 39th percentile when assessing this skill using progress monitoring tools and other school-based assessment methods, then proceed with an on-watch approach providing intervention and/or instructional plan as needed.

**At/Above Grade Level (AB)** Evidence supports the student's ability to apply the skill consistently and independently. If the student scores at or above the 40th percentile when assessing this skill using progress monitoring tools and other school-based assessment methods, then proceed with instructional plan and/or provide enrichment.

**Glossary**

**Compare and contrast** - to note what is similar and different about two or more things.

**Main story elements** - the setting, characters, and sequence of events of a story.

**Moral of a story** - the lesson of a story.

**Text features** - the components of a story or article that are not the main body of text, including the table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labeled diagrams.