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Student Progress Record for Print Concepts and Phonics
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.

	Florida's B.E.S.T. ELA Benchmarks	Student Names																					
Print Concepts																							
Locate the title, table of contents, names of author(s), and illustrator(s), and glossary of books.	ELA.1.F.1.1																						
ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.																							
Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.	ELA.1.F.1.3.a																						
Decode simple words with r-controlled vowels.	ELA.1.F.1.3.b																						
Decode and encode regularly spelled one-syllable words.	ELA.1.F.1.3.c																						
Decode words with inflectional endings.	ELA.1.F.1.3.d																						
Decode two-syllable words with regular patterns by breaking the words into syllables.	ELA.1.F.1.3.e																						
Decode words that use the final -e and vowel teams to make long-vowel sound.	ELA.1.F.1.3.f																						

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

Blend - two or more consecutive consonants that retain their individual sounds (e.g., scr in **scr**atch; st in **st**op; cl in clap; ft in ra**ft**).

Decode - translating a word from print to speech, usually by employing knowledge of letter sound relationships; also, the act of deciphering a new word by sounding it out. **Digraph** a group of two consecutive letters that are read as a single sound (e.g., /ea/ in bread; /ch/ in chat; /ng/ in sing).

Encode - determining the spelling of the word based on the sounds in the word.

Final -e - when the 'e' at the end of a word is silent, but it changes the way that the word is spoken or pronounced (e.g., can/cane, rid/ride, hop, hope.

Inflectional ending - a word part that is added to the end of a base word that changes the number or tense of a base word. A base word can stand alone and has meaning (e.g., cat, bench, eat, walk). Inflectional endings include -s, -es, -ing, -ed. Examples of inflectional endings added to base words include: cat**s**, bench**es**, eat**ing**, walk**ed**.

r-controlled vowels - a vowel followed by r (ar, or, ir, er, ur) which changes the pronunciation of the vowel.

Regularly spelled words - any word in which each letter represents its respective, most common sound (e.g., sat, fantastic).

Spelling-sound correspondence - refers to the connection between a sound and the way it is written. Some sounds correspond to a single letter (for example, /s/ corresponds to s) but other sounds may correspond to multiple letters (for example, long /ā/ can be spelled in various ways as in the words b**ai**t, b**a**ke, gr**ea**t, v**ei**n). Letters can also be combined to form a single sound (for example, ph represents /f/, kn represents /n/, and dge represents /j/).

Trigraph - a group of three consecutive letters that are read as a single sound (e.g., -tch in ca**tch**; -igh in n**igh**t; -ure in clos**ure**).

Vowel teams - a combination of two, three, or four letters standing for a single vowel sound (e.g., ea, oo, oa, igh, eigh).