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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																						
ELA.2.R.1 Reading Prose and Poetry																						
Identify plot structure and describe main story elements in a literary text.	ELA.2.R.1.1																					
Identify an explain a theme of a literary text.	ELA.2.R.1.2																					
Identify different characters' perspectives in a literary text.	ELA.2.R.1.3																					
Identify rhyme schemes in poems.	ELA.2.R.1.4																					
ELA.2.R.2 Reading Informational Text																						
Explain how text features — including titles, headings, captions, graphs, maps, glossaries, and/or illustrations — contribute to the meaning of texts.	ELA.2.R.2.1																					
Identify the central idea and relevant details in a text.	ELA.2.R.2.2																					
Explain an author's purpose in an informational text.	ELA.2.R.2.3																					
Explain an author's opinion(s) and supporting evidence.	ELA.2.R.2.4																					
ELA.2.R.3 Reading Across Genres																						
Identify and explain similes, idioms, and alliteration in text(s).	ELA.2.R.3.1																					

		Student Names																		
	Florida's B.E.S.T. ELA Benchmarks																			
Retell a text to enhance comprehension: a. Use main story elements in a logical sequence for a literary text. b. Use the central idea and relevant details for an informational text.	ELA.2.R.3.2																			
Compare and contrast important details presented by two texts on the same topic or theme.	ELA.2.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

Alliteration - repetition of initial consonant sounds in two or more words.

Author's purpose - the writer's purpose or author's intent.

- Persuade: argument/opinion texts present information in a reasoned, logical way demonstrating that the writer's opinion or claim is valid.
- Inform: expository texts convey information accurately and serve one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.
Entertain: texts intended to engage readers emphasize writing that is interesting, amusing, and captivating.
- Note: Authors have many reasons for writing a text and they often overlap.

Central idea - the most important or central thoughts unifying elements of a text.

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

Idiom - phrase or expression that differs from the literal meaning of the words; a regional or individual expression with a unique meaning (e.g., it's raining cats and dogs).

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

Perspective - a particular attitude toward or way of regarding something.

Plot - a sequence of connected events that make up the narrative of a literary text.

Point of view - in literary text, the type of narration used (as in first-, second-, or third-person narration); a way of looking at or thinking about something.

Relevant - related to a subject or to something happening or being discussed.

Simile - a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g., as brave as a lion, crazy like a fox).

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.

Theme - the underlying message or big idea of a talk, book, film, or other work.