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Student Progress Record for 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.

		Student Names																	
Florida's B.E.S.T. ELA Benchmarks																			
ELA.2.F.1.3: Phonics and Word Analysis: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.																			
Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).	ELA.2.F.1.3.a																		
Decode regularly spelled two-syllable words with long and short vowels.	ELA.2.F.1.3.b																		
Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).	ELA.2.F.1.3.c																		
Decode words with common prefixes and suffixes.	ELA.2.F.1.3.d																		
Decode words with silent letter combinations (e.g., k night, c omb, i sland, g host).	ELA.2.F.1.3.e																		

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

Closed syllable - has a short vowel ending in a consonant (e.g., hat, dish, bas/ket).

Consonant -le syllable pattern - a final syllable that contains a consonant followed by the le. The e is always silent in this syllable pattern.

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).

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: cats, benches, eating, walked.

Open syllable pattern - ends with a vowel sound that is spelled with a single vowel letter (e.g., me, e/qual, pro/gram, mu/sic).

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

Silent letter combinations - two letters; one represents the phoneme (sound) and the other is not pronounced (e.g., kn in knight, wr in wrench, mb in comb).

Vowel diphthongs - complex speech sounds or glides that begin with one vowel and gradually change to another vowel withing the same syllable (e.g., oi in soil).

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