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Student Progress Record for Phonological Awareness
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																		
ELA.1.F.1.2: Demonstrate Phonological Awareness																				
Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.	ELA.1.F.1.2.a																			
Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes blends, digraphs, or trigraphs.	ELA.1.F.1.2.b																			
Blend single-syllable spoken words with at least five phonemes.	ELA.1.F.1.2.c																			
Segment single-syllable spoken words with at least 5 phonemes.	ELA.1.F.1.2.d																			
Segment and blend and phonemes in multi-syllable spoken words.	ELA.1.F.1.2.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.

<u>Glossary</u>

Blend - a blend is a consonant sequence before or after a vowel within a syllable, such as *cl*, *br*, or *st*; it is the written language equivalent of consonant cluster.

Blending - reading a word systematically from left to right by combining the sounds of each successive letter or combination of letters.

Deletion - removing a syllable or phoneme in a spoken word. For example, *cupcake – cup = cake*, *nice – /n/ = ice*.

Digraph - a group of two consecutive letters whose phonetic value is a single sound (e.g., /ea/ in bread; /ch/ in chat; /ng/ in sing).

Isolation - separating or breaking apart spoken words into syllables or phonemes. For example, *cupcake = cup-cake*. The first sound in *book* is */b/*.

Onset-rime - two parts of a syllable: the onset consists of the initial consonant(s), and the rime consists of the vowel and any consonants that follow it. (For example, in the word sat, the onset is s and the rime is at. In the word flip, the onset is fl and the rime is ip).

Phoneme - the smallest unit of sound within a language system. For example, *cat* has three phonemes: /k/ /ă/ /t/.

Phonemic awareness - a subcategory of phonological awareness essential for reading, including the awareness of individual phonemes (sounds) in spoken words.

Phonological awareness - the awareness of all levels of the speech sound system.

Segmenting - separating or pulling apart the individual phonemes, or sounds, of a word into discrete units. For example, *sun* segmented is /s/ /u/ /n/. Syllables and onset-rimes can also be segmented.

Substituting - making a new word by replacing one phoneme with another.

Syllable - a larger unit of sound in a word. It is a word part that contains a vowel, or in spoken language, a vowel sound. For example, *pumpkin* has two syllables: pump-kin.

Trigraph - a group of three letters representing one sound.