

3





## 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.3.R.1 Reading Prose and Poet	ry	1				1											
Explain how one or more characters develop throughout the plot in a literary text.	ELA.3.R.1.1																
Explain a theme and how it develops, using details, in a literary text.	ELA.3.R.1.2																
Explain characters' perspectives in a literary text.	ELA.3.R.1.3																
Identify types of poems: free verse, rhymed verse, haiku, and limerick.	ELA.3.R.1.4																
ELA.3.R.2 Reading Informational	ext					1	1	1	T	1	1			1	 	 r	
Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.	ELA.3.R.2.1																
Identify the central idea and explain how relevant details support that idea in a text.	ELA.3.R.2.2																
Explain the development of an author's purpose in an informational text.	ELA.3.R.2.3																
Identify an author's claim and explain how an author uses evidence to support the claim.	ELA.3.R.2.4																
ELA.3.R.3 Reading Across Genres									1								
Identify and explain metaphors, personification, and hyperbole in text(s).	ELA.3.R.3.1																







		Student Names																
	Florida's B.E.S.T. ELA Benchmarks																	
Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text.	ELA.3.R.3.2																	
Compare and contrast how two authors present information on the same topic or theme.	ELA.3.R.3.3																	

## For full understanding of each benchmark, see the benchmark clarifications and appendices provided in the <u>B.E.S.T.</u> <u>ELA Standards</u>.

## \*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 schoolbased 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>

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.

Free verse - poetry that does not rhyme or have a regular meter.

**Haiku** - a Japanese poetic form that consists of three lines, with five syllables in the first line, seven in the second, and five in the third.

**Limerick** - a five-line poem that consists of a single stanza, an AABBA rhyme scheme, and whose subject is a short, pithy tale or description.

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.

**Relevant -** related to a subject or to something happening or begin discussed.

Rhymed verse - a work of poetry that contains rhyming vowel sounds at particular moments

**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.