3 **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.

	Florida's B.E.S.T. ELA Benchmarks	Student Names																			
ELA.3.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.																					
Decode words within common Greek and Latin roots and affixes.	ELA.3.F.1.3.a																				
Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est).	ELA.3.F.1.3.b																				
Decode multisyllabic words.	ELA.3.F.1.3.c																				

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

Affix - word parts that are "fixed to" either the beginnings of words (prefixes) or the endings of words (suffixes). The word *disrespectful* has two affixes, a prefix (dis-) and a suffix (-ful).

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 - group of two consecutive letters that are read as a single sound (e.g., /ea/ in bread; /ch/ in chat; /ng/ in sing).

Derivational suffix - a suffix used to make (or derive) a new word (e.g., predict + -able + predictable).

Greek and Latin Roots - many English words are derived from Greek and Latin roots. There are two types of roots. The first is called a "free root" or "base word". This type of root can stand alone as a meaningful word. An example is *school*. The second root type is a "bound root" or simply "root" because although it has meaning, it is not an English word on its own. It needs other affixes or roots to make it an English word. An example of a Latin root is *spect*, which means to see or observe. Adding affixes and/or other roots to *spect* results in meaningful words such as *respect*, *inspect*, *inspection*, and *perspective*. Learning the meanings of Greek and Latin roots strengthens vocabulary knowledge as well as reading comprehension.

Multisyllabic word - a word with more than one syllable.