4 **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.

	Florida's B.E.S.T. ELA Benchmarks	Student Names																					
ELA.4.R.1 Reading Prose and Poetry																							
Explain how setting, events, conflict, and character development contribute to the plot in a literary text.	ELA.4.R.1.1																						
Explain a stated or implied theme and how it develops, using details, in a literary text.	ELA.4.R.1.2																						
Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.	ELA.4.R.1.3																						
Explain how rhyme and structure create meaning in a poem.	ELA.4.R.1.4																						
ELA.4.R.2 Reading Informational Text																							
Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	ELA.4.R.2.1																						
Explain how relevant details support the central idea, implied or explicit.	ELA.4.R.2.2																						
Explain an author's perspective toward a topic in an informational text.	ELA.4.R.2.3																						
Explain an author's claim and the reasons and evidence used to support the claim.	ELA.4.R.2.4																						
ELA.4.R.3 Reading Across Genres																							
Explain how figurative language contributes to meaning in text(s).	ELA.4.R.3.1																						

	Florida's B.E.S.T. ELA Benchmarks	Student Names																						
Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. b. Include the central idea and relevant details for an informational text.	ELA.4.R.3.2																								
Compare and contrast accounts of the same event using primary and/or secondary sources.	ELA.4.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
Author's Perspective – in informational text, the author's attitude toward a topic or subject; in a literary text, a character's attitude.

Central Idea – the most important or central thoughts unifying elements of a text.

Character – one of the individuals in a work of fiction.

Claim – to say something that is true or is a fact, although you cannot prove it and other people might not believe it; a statement that something is true or is a fact, although other people might not believe it.

Compare and Contrast – to note what is similar and different about two or more things.

Develop – to bring out the possibilities of; to begin to exist or be present gradually; to create over time; to grow or cause to grow more mature, or more advanced.

Evidence – Source-based information including facts, figures, and details used to support the writer or speaker's central idea or claim.

Explain – to make clear; to give the reasons for or cause of.

Explicit – so clearly expressed as to leave no doubt about the meaning.

Figurative Language – language expressing one thing in terms normally denoting another with which it may be regarded as analogous; language characterized by figures of speech.

Identify – to recognize or be able to name someone or something, or to prove who or what someone or something is.

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

Plot – the plan of main story (as of a dramatic or literary work).

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

Primary Source – Sources, such as diaries, speeches, interviews, letters, official records, that provide first-hand testimony or direct evidence witnessed or recorded by someone who experienced the event(s) or condition(s) being documented.

Relevant – related to a subject of to something happening or being discussed.

Secondary Source – sources created by someone who did not experience firsthand or participate in the event(s). Examples: textbooks, journal articles, criticisms

Sequence – a series of related things or events, or the order in which things or events follow each other.

Setting – the time, place, and circumstances in which something occurs or develops; the time and place of the action of a literary, dramatic, or cinematic work; the scenery used in a theatrical or film production.

Structure – to plan, organize, or arrange the parts of something; the way that something is arranged or organized.

Summarize – to express or cover the main points briefly.

Support – information and evidence used to prove or corroborate something; using information or evidence to show or seem to prove something to be true.

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.

Text Structures – structures used to organize information in a text; Examples: chronology, comparison, and cause and effect.

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

Topic – someone or something that people talk or write about.