

5

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.5.R.1 Reading Prose and Poetry																			
Analyze how setting, events, conflict, and character development contribute to the plot in a literary text.	ELA.5.R.1.1																		
Explain the development of stated or implied theme(s) throughout a literary text.	ELA.5.R.1.2																		
Describe how an author develops a character's perspective in a literary text.	ELA.5.R.1.3																		
Explain how figurative language and other poetic elements work together in a poem.	ELA.5.R.1.4																		
ELA.5.R.2 Reading Informational Text																			
Explain how text structures and/or features contribute to the overall meaning of texts.	ELA.5.R.2.1																		
Explain how relevant details support the central idea(s), implied or explicit.	ELA.5.R.2.2																		
Analyze an author's purpose and/or perspective in an informational text.	ELA.5.R.2.3																		
Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.	ELA.5.R.2.4																		
ELA.5.R.3 Reading Across Genres																			
Analyze how figurative language contributes to meaning in text(s).	ELA.5.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. Include the central idea and relevant details for an informational text.	ELA.5.R.3.2																					
Compare and contrast primary and secondary sources related to the same topic.	ELA.5.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

Analyze – to study or examine something in detail, in order to discover more about it.

Argument – a coherent series of reasons, statements, or facts intended to support or establish a point of view.

Author’s Perspective – in informational text, the author’s attitude toward a topic or subject; in a literary text, a character’s attitude.

Author’s Purpose – 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.

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).

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.

Reasoning – the process of thinking about something in a logical way in order to form a conclusion or judgment.

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

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.

Summarize – to express or cover the main points briefly.

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.

Track – to follow something that moves or changes by noticing elements it leaves behind.