3. **Learning Progression 1.2Bi Decoding**

Demonstrate and apply phonetic knowledge by: decoding words in isolation and in context by applying common letter sound correspondences

**\****Highlight* ***the verbs and underline the conte****nt in the Essential Standard.*

*What skills and content do I need to teach in order to get that skill.*

*Tier 1- What will that look like, what is the progression to get there?*

| Simpler Content | Essential Standard | More Complex  |
| --- | --- | --- |
| Decoding:K.2 B i - Demonstrate and apply phonetic knowledge b : identifying and matching common sounds that letters represents  | Decoding:1.2 B i - Demonstrate and apply phonetic knowledge by: decoding words in isolation and in context by applying common letter sound correspondences | Decoding:2.2 B i - decoding words with short, long, or variant vowels, trigraphs, and blends;  |
| Vocabulary  | Digraphs, consonant, vowel, blending |

| Steps"Levels of Mastery" | Standard"I can…" | Assessments(Evidence of Learning) | Texts/Strategies to Support |
| --- | --- | --- | --- |
| 4BEYOND/EXPERTThe student demonstrates content and skills beyond mastery. | Student orally generates words with digraphs (CCVC or CVCC) | Teacher observation[Intervention Data Tracker](https://docs.google.com/document/d/1KLM39ybz9TqNjR3Pvl-y43PBLsZHcq9NLww2mICaZIs/edit?usp=sharing)(can be used in each section) | [UFLI Foundations Decodable Text Guide](https://docs.google.com/spreadsheets/d/1DnMGygUlbezd0Qoe6rb4Vj9Jm1wIYXVi7CwfaxNfI68/edit?usp=sharing) |
| 3MASTERY/MASTERThe student demonstrates mastery of content and skills at grade level.(tier 1) | I can read and blend words with digraphs (CCVC or CVCC) from a list of words provided by the district and read words in context  | District checklistsTeacher observation within small groups | Guided reading books; decodables (Journey’s out of adoption series)[UFLI Foundations Decodable Text Guide](https://docs.google.com/spreadsheets/d/1DnMGygUlbezd0Qoe6rb4Vj9Jm1wIYXVi7CwfaxNfI68/edit?usp=sharing)[th decodable](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/46_Decodable_UFLIFoundations.pdf) (voiced)[th decodable](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/46_Decodable_UFLIFoundations.pdf) (unvoiced)[sh decodable](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/46_Decodable_UFLIFoundations.pdf)[ch decodable](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/46_Decodable_UFLIFoundations.pdf) |

| Steps | Standard | Assessments(Evidence of Learning) | Texts to Support |
| --- | --- | --- | --- |
| 2SIMPLER/PRACTITIONERThe student demonstrates mastery of content and skills that are simpler than grade level expectations. | I can blend and read words with blends CCVC and CVCC words from a list of words and read words in context | District checklistsTeacher observation within small groups | Guided reading books; decodables (Journey’s out of adoption series)[UFLI Foundations Decodable Text Guide](https://docs.google.com/spreadsheets/d/1DnMGygUlbezd0Qoe6rb4Vj9Jm1wIYXVi7CwfaxNfI68/edit?usp=sharing) |
| 1PARTIAL/APPRENTICEThe student depends on teacher support to demonstrate partial mastery of content and skills.  | (PA Skill)I can orally blend sounds in a CVC word.  | Teacher created Heggerty based checklist consisting of word list and rubric | Sound Wall &Heggerty |
| 0 | (PA Skill)I can recognize all sounds in CVC words but needs assistance blending all sounds together | Teacher created Heggerty based checklist consisting of word list and rubric | Heggerty |