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 |
| --- | --- | --- | --- |
| 4  BEYOND/EXPERT  The 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) |
| 3  MASTERY/MASTER  The 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 checklists  Teacher 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 |
| --- | --- | --- | --- |
| 2  SIMPLER/PRACTITIONER  The 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 checklists  Teacher 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) |
| 1  PARTIAL/APPRENTICE  The 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 |