Name: Class Period: Date:

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|  | **Learning Targets: Level B Decoding** |
|  | Status of Standard-Lesson 1-5 |
| I can… | **Can’t quite get it right. I need lots of help from classmates or the teacher** | **Almost, I need a little help. Make a couple of mistakes** | **Easy, breezy. All by myself, no help** | **PROVE IT-Evidence or assignment** |
| Produce words with the sound combination: ai, ou, ir, ur, er, ar, sh, oa, al, igh, or, ch, ol |  |  |  |  |
| Recognize high frequency words (sight words): these, noses, why, done, said, high, waiting, about, laugh, burn, straight, ready, shown, knocks, each, would, pouch, coach, at, ate, hid, hide, could, few, forward |  |  |  |  |
| Define and explain vocabulary words: Close, choked, powerful, right, stared, studied, botany, guy, attention, popular, head, friend, pitcher, motorcycle, catcher, idea, stare |  |  |  |  |
| Use contractions in writing and transform into two words: you’re, wouldn’t, can’t, doesn’t, isn’t, couldn’t, don’t, weren’t, we’re |  |  |  |  |
| Explain and follow the “final e” rule |  |  |  |  |
| Improve my fluency: rate of reading, tone and pronunciation |  |  |  |  |
| Follow written directions |  |  |  |  |
| Identify characters |  |  |  |  |
| Put events in order-sequencing |  |  |  |  |
| Make a logical prediction |  |  |  |  |
| Use what I know and what I read to make an accurate inference |  |  |  |  |
| Monitor my peers reading accurately and give positive constructive feedback |  |  |  |  |
| Use different strategies to understand multisyllabic words |  |  |  |  |
| Use details from the text and my notes to help my comprehension |  |  |  |  |