Name: Class Period: Date:

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|  | **Learning Targets: Level C 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 | |  |  |  |  |
| Recognize high frequency words (sight words): line, toss, pull, swing, really, you’ve, hasn’t, we’re, haven’t, weren’t, I’ll, shouldn’t, didn’t, I’ve, wouldn’t, doesn’t, couldn’t, don’t, I’m, you’ll | |  |  |  |  |
| Define and explain vocabulary words:  stout, churn, perch, ail, strain, sound, hull, stern, flounder, faint, waist, flail, fret, snout, swirl, surfer, survive, serious, termites, suddenly, tiller | |  |  |  |  |
| Use vocabulary words correctly within sentences | |  |  |  |  |
| Predict what will happen next in a story | |  |  |  |  |
| Improve my fluency: rate of reading, tone and pronunciation | |  |  |  |  |
| 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 | |  |  |  |  |