Name: Class Period: Date:

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|  | **Learning Targets: Level C Decoding** | | | | |
|  | Status of Standard 11-15 | | | | |
| 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:  ce, ge, gi, ci, ea, tion | |  |  |  |  |
| Recognize high frequency words (sight words): | |  |  |  |  |
| Define and explain vocabulary words:  crease, observe, sprout, experts, skidded, device, unfortunate, waddle, hesitate, unbelievable, laboratory, flinch, innocent, device, navigation, business, unusual, helicopter, swirl, strain, situation, stunt, continue, outfit | |  |  |  |  |
| 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: attention, unsteady, cautioned, indication, nitrogen, immediately, directed, navigation, apartment, impossible, astounding, suspended, arrangements, exceptional, inspired | |  |  |  |  |
| Use details from the text and my notes to help my comprehension | |  |  |  |  |