Name: Class Period: Date:

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|  | **Learning Targets: Level B Decoding** | | | | |
|  | Status of Standard-Lesson 16-20 | | | | |
| 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: wa, ir, ur, er, ed | |  |  |  |  |
| Recognize high frequency words (sight words): firm, surf, were, fuss, first, along, none, both, shout, different, also, toward, wrong | |  |  |  |  |
| Define and explain vocabulary words: assistant, proudly, foolish, identification, office, department, imposter, irk, truth, soldier, mouth, claws, beware, adult, | |  |  |  |  |
| Combine suffixes and final E rule: taking, pined, fake, staring, nose, smiling | |  |  |  |  |
| Spell compound words: oversight, upset, halfway, everyone, outside, downhill, paintbrush, homesick, everything, understand | |  |  |  |  |
| Improve my fluency: rate of reading, tone and pronunciation | |  |  |  |  |
| Identify characters | |  |  |  |  |
| Put events in order-sequencing | |  |  |  |  |
| Monitor my peers reading accurately and give positive constructive feedback | |  |  |  |  |
| Use details from the text and my notes to help my comprehension | |  |  |  |  |
| Note details: Who, what, when, where | |  |  |  |  |