Name: Class Period: Date:

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|  | **Learning Targets: Level B Decoding** | | | | |
|  | Status of Standard-Lesson 6-10 | | | | |
| 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: igh, ar, ing, ed | |  |  |  |  |
| Recognize high frequency words (sight words): which, high, right, should, also, worry, put, star, starred, stared | |  |  |  |  |
| Define and explain vocabulary words: curve, nobody, plate, catch, batter, crowd, pitches, jeered, umpire, league, exhibition, brakes, cast | |  |  |  |  |
| Use contractions in writing and transform into two words:  Couldn’t, hadn’t, you’ll, doesn’t, hadn’t, there’s, they’ve, you’ve, we’ve, I’ve, they’ll, we’ll, I’ll, they’d, you’d, we’d, I’d, shouldn’t, aren’t | |  |  |  |  |
| Explain adding ed and ing suffixes | |  |  |  |  |
| 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 different strategies to understand multisyllabic words | |  |  |  |  |
| Use details from the text and my notes to help my comprehension | |  |  |  |  |