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 |  |  |  |  |