Name: Class Period: Date:

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|  | **Learning Targets: Level C Decoding** | | | | |
|  | Status of Standard 21-25 | | | | |
| 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:  Ch, sh, wh, th, igh, al, oa, | |  |  |  |  |
| Recognize high frequency words (sight words):  warn, right, scared, caught, though, thought, being, tried, figure, enough, above, afraid, which, while, quit, first, whether, already, explain | |  |  |  |  |
| Define and explain vocabulary words:  Decide, gasp, sprawl, immediately, fierce, pleaded, advice, nervous, wispy, suspended, anchor, swayed, slime, protection, suggest, glance, breaker, venture, emerge, statue, figurehead, salvage, claim, marine, | |  |  |  |  |
| 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:  Expensive, responsible, approval, unfortunate, entirely, furthermore, difficulty, realization, situation, extensive, inflexible, temperature, remarkable, celebration, commented, injury, announcement, investigation, procedures, consistent, individual, combination, obviously, disagreement, participants | |  |  |  |  |
| Use details from the text and my notes to help my comprehension | |  |  |  |  |