Name: _Kevin_   **Week of:** _1.3.11_
Room 1 Education Target Sheet
E= Exceeded goal XXX= met
XX= partially met   X= not met

	Monday	Tuesday	Wednesday	Thursday	Friday
Math Goals					
When engaged in a math activity, Kevin will be able to solve 30 3-digit by 1-digit division problems (e.g., 144/2) independently on 8/10 opportunities. **pg. 8**	X X X	X XX	X X X	N/A	X X
When engaged in a math activity, Kevin will be able to solve 30 double-digit multiplication problems (e.g., 534x264=) with verbal prompts as needed to acquire the concept on 8/10 opportunities. **pg. 9**	X X X	N/A	N/A	XX	XX
Reading Goals					
When given a story to read at his level in Reading Milestones, Kevin will be able to RETELL the story, or explain MAIN IDEA with 1 verbal prompt (e.g., "Kevin, what happened first? Next? Last?") on 8/10 opportunities. **pg. 6**		XX	XX	XX	N/A
When engaged in a reading activity at his reading level with an adult or a peer, Kevin will read a passage fluently at a rate of 80 correct words per minute independently on 8/10 opportunities. **pg. 5**		XX	XX	XX	XX
When engaged in a high interest reading activity or presented with flash cards, Kevin will be able to point to and read Rebecca Sitton's sight words: sight, pretty, train, fresh, drive, lead, break, sit, bought, radio, method, king, similar, return, corn, decide, position, bear, hope, song, engine, board, control, spread, evening, brown, clean, wouldn't, section, spent, ring, teeth, quiet, independently on 8/10 opportunities. **pg. 7**		N/A	New X words	X	X X
Recess/Social Goals:					
When using his communication book to interact with others, Kevin will use a loud and clear voice when initiating conversations with others with 3 verbal prompts on 8/10 opportunities. **pg. 13**		X X	X X	XXX	XX
Spelling Goals					
Kevin will successfully complete spelling lessons 9-11 and master all words presented in those lessons in Evan Moor's Building Spelling Skills, Grade 3. He will be able to spell all words in those lessons either in a test format, or embedded within high interest sentences independently on 8/10 opportunities. Kevin will write some of the words in sentences that help him to understand the definitions. The words are: awful, called, falling, mall, small, straw, drawing, strongest, longer, song, along, bought, brought, rough, tough, lady, ladies, surprise, surprises, toys, shoes, shy, cry, cried, studied, story, only, finally, family, looked, good, brook, football, cookie, stood, full, put, food, school; truth, room, true, chew, due. **Pg. 10**		New words XX	XX	XX	XXX
Writing/Typing Goals					
When engaged in a writing activity, Kevin will complete writing assignments on 3/8" lines, OR use a stencil with clear writing boundaries to help him write in small spaces with 1 verbal prompt on 8/10 opportunities. Kevin will erase and rewrite messy work. **Pg. 11**		XX	XX	XXX	XX
When asked about his day, Kevin will be able to respond with least 3 details about what he did, or write 3 details about it in his journal, with 3 verbal prompts (e.g., "Write down what you did today") on 8/10 opportunities. **pg. 12**		N/A	X	XX	X