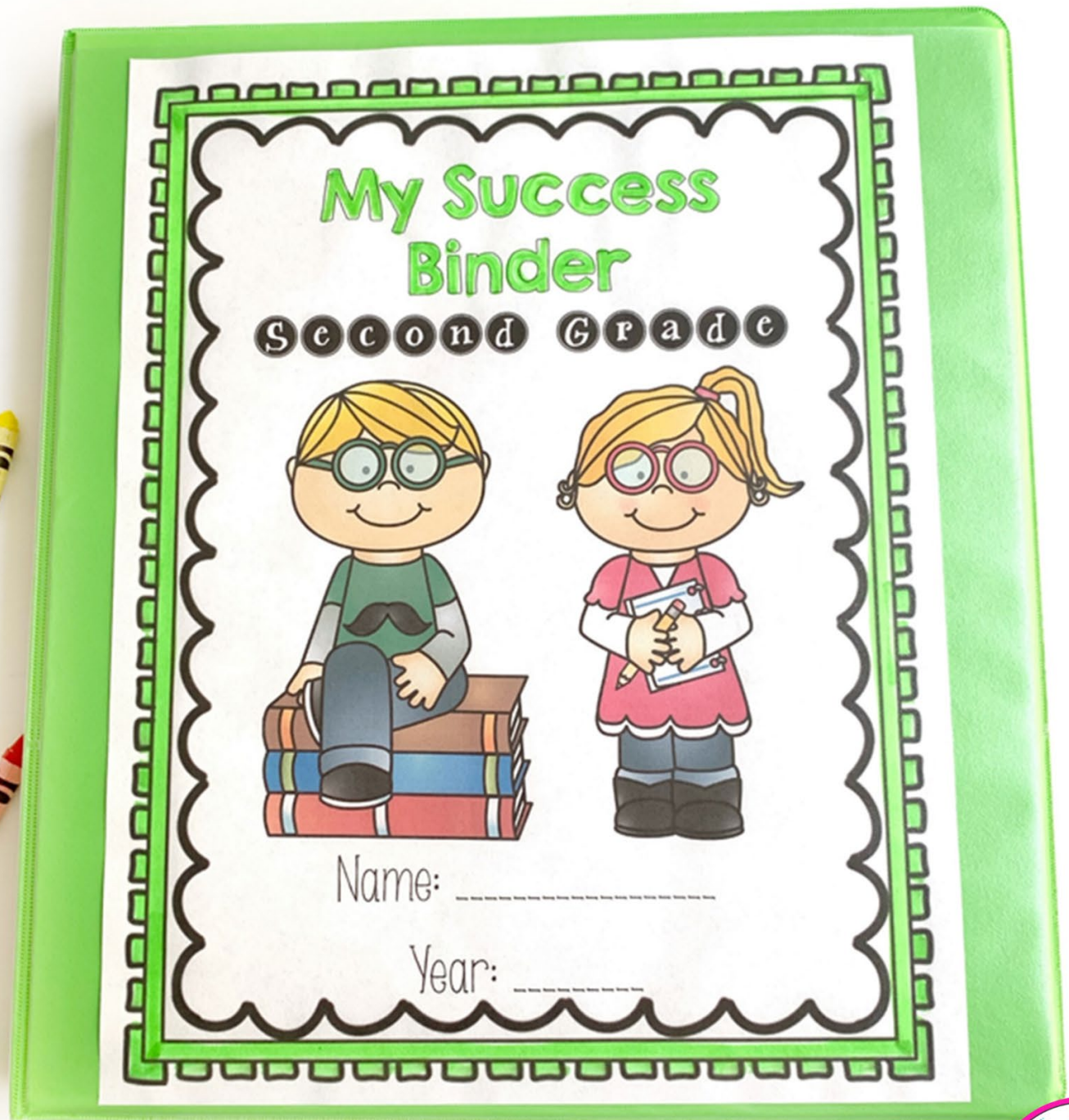


# 2<sup>nd</sup> Grade

# Data Binder

For Teachers & Students

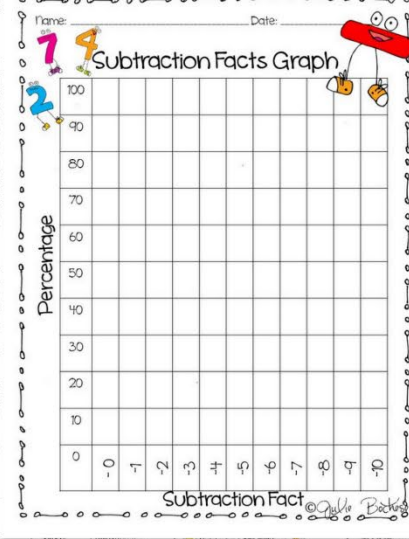
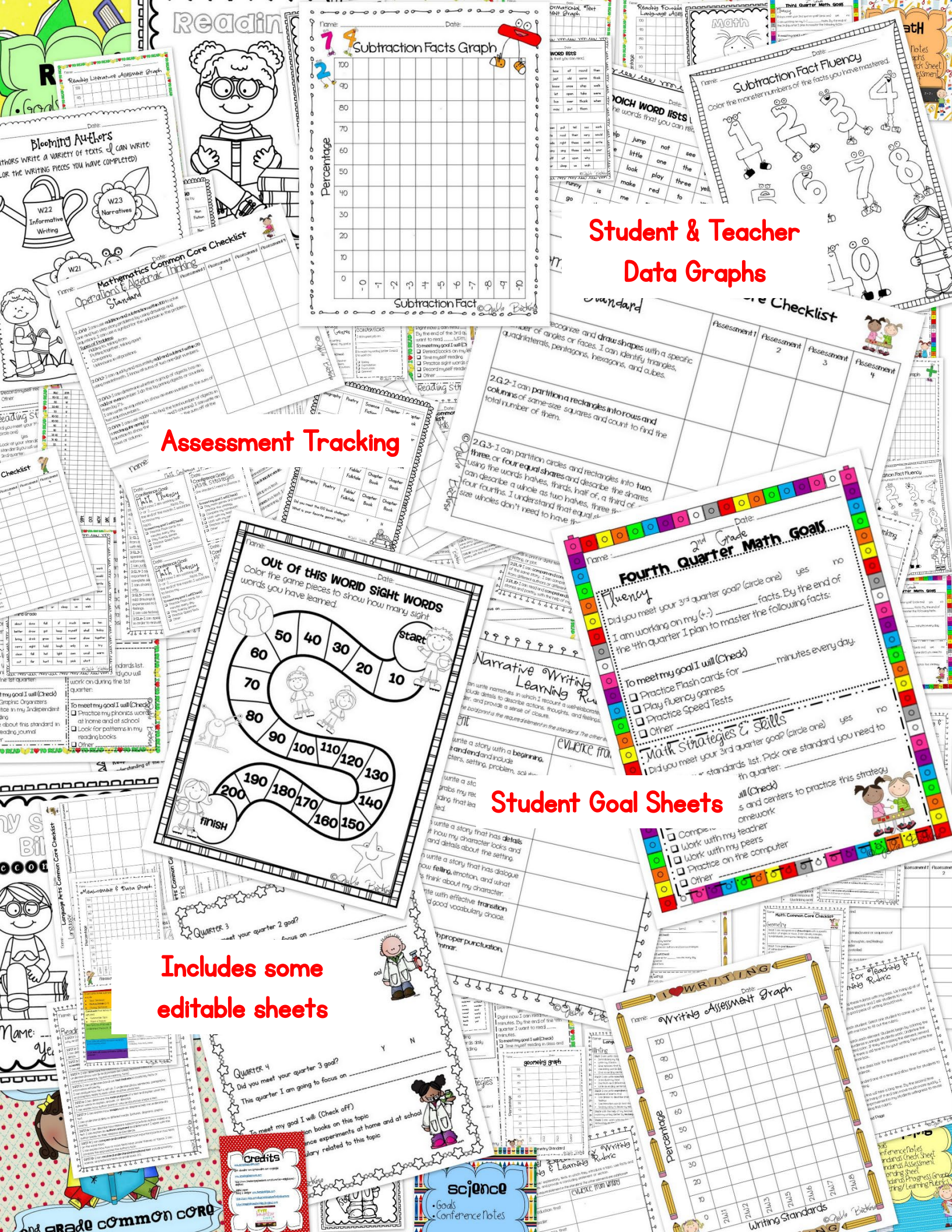


EDITABLE



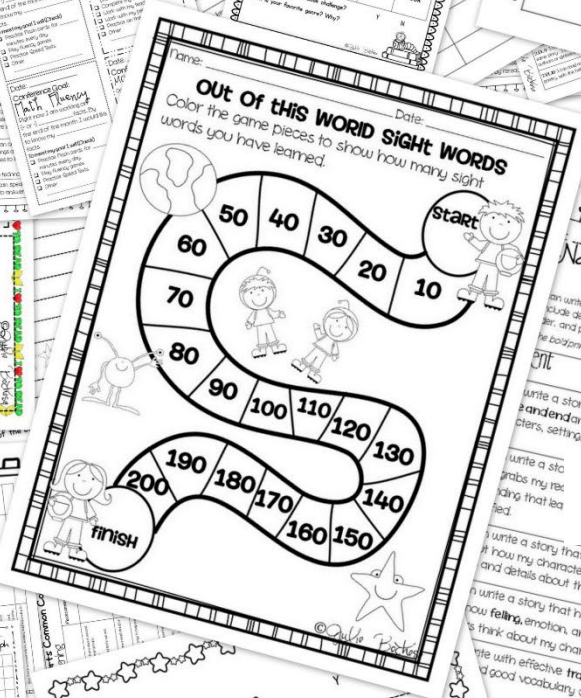






## Student & Teacher Data Graphs

## Assessment Tracking



## Student Goal Sheets

## Includes some editable sheets



# My Success Binder

Second Grade



Name: \_\_\_\_\_

Year: \_\_\_\_\_

# Reading

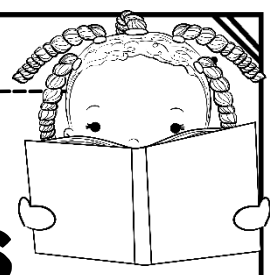
- Goals
- Conference Notes
- Progress Graphs
- Standards Check Sheet
- Standards Assessment Recording Sheet





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## 2<sup>nd</sup> Grade



# 1<sup>st</sup> Quarter Reading Goals

### FLUENCY

Right now I can read \_\_\_\_\_ WPM. By the end of the first quarter I want to read \_\_\_\_\_ WPM.

To meet my goal I will (Check)

- ☐ reread books on my level.
- ☐ time myself reading.
- ☐ practice sight words daily.
- ☐ record myself reading.
- ☐ Other \_\_\_\_\_

### STAMINA

Right now I can read for \_\_\_\_\_ minutes. By the end of the first quarter I want to read \_\_\_\_\_ minutes.

To meet my goal I will (Check)

- ☐ time myself reading in class and at home everyday.
- ☐ use a focus strategy if I notice I am losing focus.
- ☐ Other \_\_\_\_\_

### READING STRATEGIES

Look at your standards list. Pick one standard you will work on during the 1<sup>st</sup> quarter:

\_\_\_\_\_

To meet my goal I will (Check)

- ☐ use graphic organizers.
- ☐ practice in my independent reading.
- ☐ write about this standard in my reading journal.
- ☐ Other \_\_\_\_\_

### PHONICS

Look at your standards list. Pick one standard you will work on during the 1<sup>st</sup> quarter:

\_\_\_\_\_

To meet my goal I will (Check)

- ☐ practice my phonics words at home and at school.
- ☐ look for patterns in my reading books.
- ☐ Other \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Reading Stamina

**Minutes**

|    |      |       |      |      |      |      |      |       |       |     |      |      |
|----|------|-------|------|------|------|------|------|-------|-------|-----|------|------|
| 60 |      |       |      |      |      |      |      |       |       |     |      |      |
| 55 |      |       |      |      |      |      |      |       |       |     |      |      |
| 50 |      |       |      |      |      |      |      |       |       |     |      |      |
| 45 |      |       |      |      |      |      |      |       |       |     |      |      |
| 40 |      |       |      |      |      |      |      |       |       |     |      |      |
| 35 |      |       |      |      |      |      |      |       |       |     |      |      |
| 30 |      |       |      |      |      |      |      |       |       |     |      |      |
| 25 |      |       |      |      |      |      |      |       |       |     |      |      |
| 20 |      |       |      |      |      |      |      |       |       |     |      |      |
| 15 |      |       |      |      |      |      |      |       |       |     |      |      |
| 10 |      |       |      |      |      |      |      |       |       |     |      |      |
| 5  |      |       |      |      |      |      |      |       |       |     |      |      |
| 0  | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | March | April | May | June | July |

**Month**



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Reading Level Growth

| DRA2  | Level |      |       |      |      |      |      |      |      |      |     |      |      |
|-------|-------|------|-------|------|------|------|------|------|------|------|-----|------|------|
| 60-70 | XYZ   |      |       |      |      |      |      |      |      |      |     |      |      |
| 60    | W     |      |       |      |      |      |      |      |      |      |     |      |      |
| 50-60 | V     |      |       |      |      |      |      |      |      |      |     |      |      |
| 50    | U     |      |       |      |      |      |      |      |      |      |     |      |      |
| 40-50 | T     |      |       |      |      |      |      |      |      |      |     |      |      |
| 40-50 | S     |      |       |      |      |      |      |      |      |      |     |      |      |
| 40    | R     |      |       |      |      |      |      |      |      |      |     |      |      |
| 40    | Q     |      |       |      |      |      |      |      |      |      |     |      |      |
| 38 40 | P     |      |       |      |      |      |      |      |      |      |     |      |      |
| 34 40 | O     |      |       |      |      |      |      |      |      |      |     |      |      |
| 30    | N     |      |       |      |      |      |      |      |      |      |     |      |      |
| 28    | M     |      |       |      |      |      |      |      |      |      |     |      |      |
| 24    | L     |      |       |      |      |      |      |      |      |      |     |      |      |
| 20    | K     |      |       |      |      |      |      |      |      |      |     |      |      |
| 18    | J     |      |       |      |      |      |      |      |      |      |     |      |      |
| 16    | I     |      |       |      |      |      |      |      |      |      |     |      |      |
| 14    | H     |      |       |      |      |      |      |      |      |      |     |      |      |
| 13    | G     |      |       |      |      |      |      |      |      |      |     |      |      |
| 10    | F     |      |       |      |      |      |      |      |      |      |     |      |      |
| 8     | E     |      |       |      |      |      |      |      |      |      |     |      |      |
| 6     | D     |      |       |      |      |      |      |      |      |      |     |      |      |
| 4     | C     |      |       |      |      |      |      |      |      |      |     |      |      |
| 3     | C     |      |       |      |      |      |      |      |      |      |     |      |      |
| 2     | B     |      |       |      |      |      |      |      |      |      |     |      |      |
| 1     | A     |      |       |      |      |      |      |      |      |      |     |      |      |
| Month |       | AUG. | SEPT. | OCT. | NOV. | DEC. | JAN. | FEB. | MAR. | APR. | MAY | JUNE | JULY |

CCSS  
Version

## Language Arts Common Core Checklist

### Reading Literature

RL.2.1: I can ask and answer **questions** such as who, what, when, where, why, and how to show I understand details in a text.

RL.2.2: I can **recount** stories, including fables and folktales from different cultures. I can determine the message, lesson, or moral.

RL.2.3: I can describe how **characters** in a story respond to big events and problems.

RL.2.4: I can describe how **words and phrases** give rhythm and meaning in a story, poem, or song. I can explain how words can show meaning and tone.

Editable  
Version

## Language Arts Common Core Checklist

### Reading Literature

RL.2.1: I can ask and answer **questions** such as who, what, when, where, why, and how to show I understand details in a text.

RL.2.2: I can **recount** stories, including fables and folktales from different cultures. I can determine the message, lesson, or moral.

RL.2.3: I can describe how **characters** in a story respond to big events and problems.

RL.2.4: I can describe how **words and phrases** give rhythm and meaning in a story, poem, or song. I can explain how words can show meaning and tone.

RL.2.5: I can describe the **structure** of a story: the beginning introduces the story, the ending solves the problem.

RL.2.6: I can understand different **points of view** of characters.

RL.2.7: I can gather information from **illustrations** and words in print or digital text to understand characters, setting, or plot.

RL.2.9: I can **compare and contrast** two or more versions of the same story. I can **compare and contrast** stories from different authors or different cultures.

RL.2.10: I can read and **comprehend literature**, including stories and poetry, with the help of my teacher.

FL B.E.S.T.  
Version

## Language Arts FL BEST Checklist

### Reading Prose & Poetry

ELA.2.R.1: I can identify **plot** structure and describe main story elements in a literary text.

ELA.2.R.2: I can identify and explain a **theme** of a literary text.

ELA.2.R.3: I can identify different characters' **perspectives** in a literary text.

ELA.2.R.4: I can identify...

readings, captions,  
the meaning of

in a text.

l text.

dence.

# CCSS Version

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Language Arts Common Core Checklist



### Speaking and Listening Standard

- SL.2.1** I can participate in conversations with different partners about second grade topics and texts with peers and adults in small and large groups.
- I can follow rules for discussions and listen to others.
  - I can add on to others' talk.
  - I can ask for someone to explain and clarify topics and texts we are discussing.

**SL.2.2** I can retell or describe important ideas and details from a read aloud or from information I heard or learned with technology.

**SL.2.3** I can ask and answer questions about what a speaker says to get more information about a topic or issue. I can judge a speaker's point of view, reasons, or evidence.

**SL.2.4** I can tell a story or retell an experience with a clear voice and with complete sentences. I can use a clear and clear way.

**SL.2.5** I can create an audio recording of stories, or retell experiences to help other technology to show information for a presentation.

**SL.2.6** I can speak in complete sentences when appropriate in order to answer a question or clarify my thinking.

Assessment 1

Assessment 2

Assessment 3

Assessment 4

Name: \_\_\_\_\_

### Reading Prose & Poetry Standard

**ELA.2.RI.1** I can identify plot structure and describe main story elements in a literary text.

**ELA.2.RI.2** I can identify and explain a theme of a literary text.

**ELA.2.RI.3** I can identify different characters in a literary text.

**ELA.2.RI.4** I can identify rhyme and rhythm in a literary text.

Assessment 1

Assessment 2

Assessment 3

Assessment 4



# Editable Version

Name: \_\_\_\_\_

## Language Arts

### Speaking and Listening Standard

- SL.2.1** I can participate in conversations with different partners about second grade topics and texts with peers and adults in small and large groups.
- I can follow rules for discussions and listen to others.
  - I can add on to others' talk.
  - I can ask for someone to explain and clarify topics and texts we are discussing.

**SL.2.2** I can retell or describe important ideas and details from a read aloud or from information I heard or learned with technology.

**SL.2.3** I can ask and answer questions about what a speaker says to help me understand or give me more information about a topic or issue. I can judge a speaker's point of view, reasons, or evidence.

**SL.2.4** I can tell a story or retell an experience with facts and important details while speaking in a clear voice and with complete sentences. I can share information and details in an organized and clear way.

**SL.2.5** I can create an audio recording of stories or poems, add drawings and other visuals to stories, or retell experiences to help others understand ideas, thoughts, and feelings. I can use technology to show information for a presentation.

**SL.2.6** I can speak in complete sentences when appropriate in order to answer a question or clarify my thinking.

Assessment 1

Assessment 2

Assessment 3

Assessment 4

Assessment 3

Assessment 4

# FL B.E.S.T. Version

Date: \_\_\_\_\_

## Language Arts FL BEST Checklist

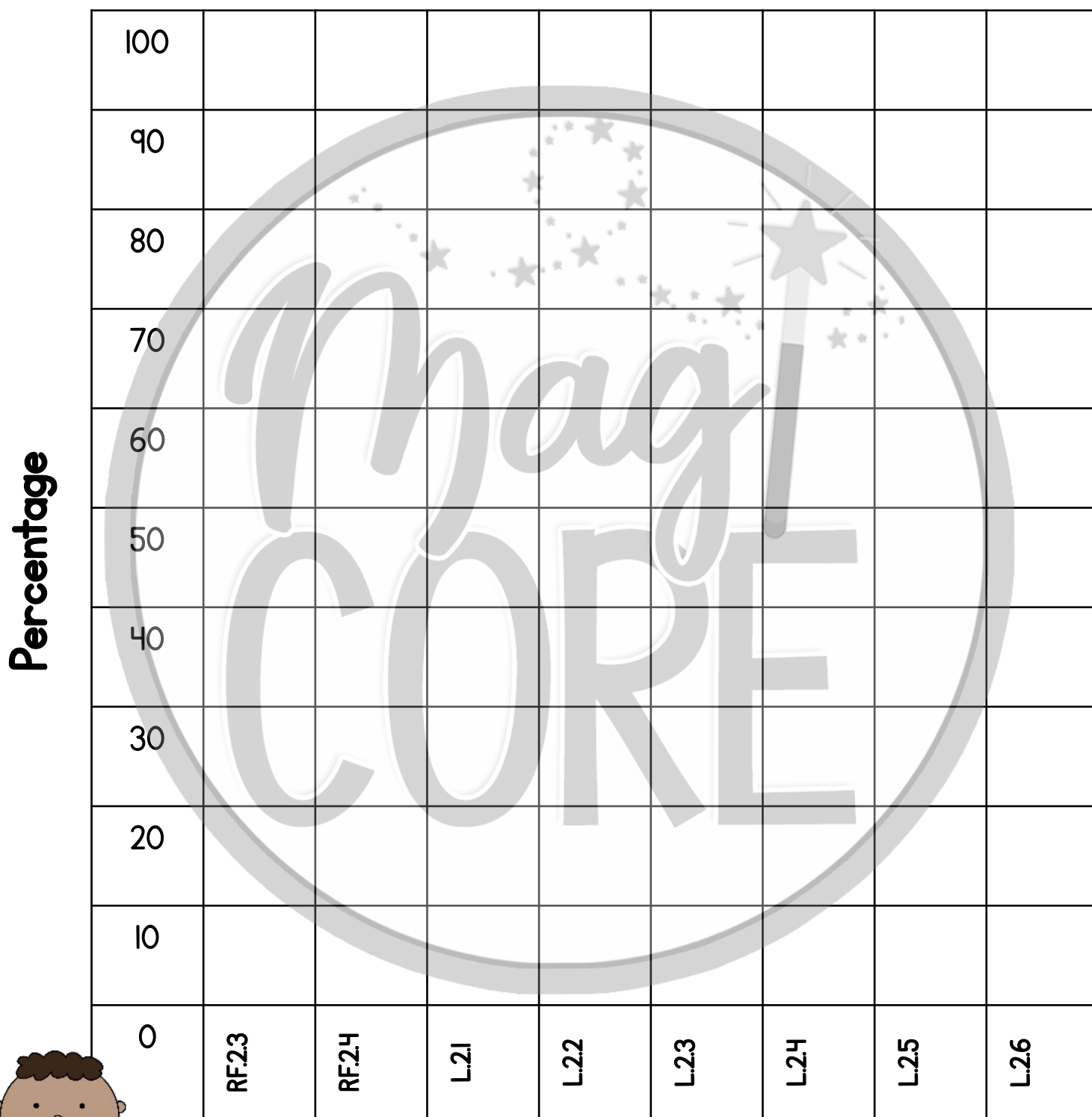
Name: \_\_\_\_\_

Checklist



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Reading Foundational Skills & Language Assessments



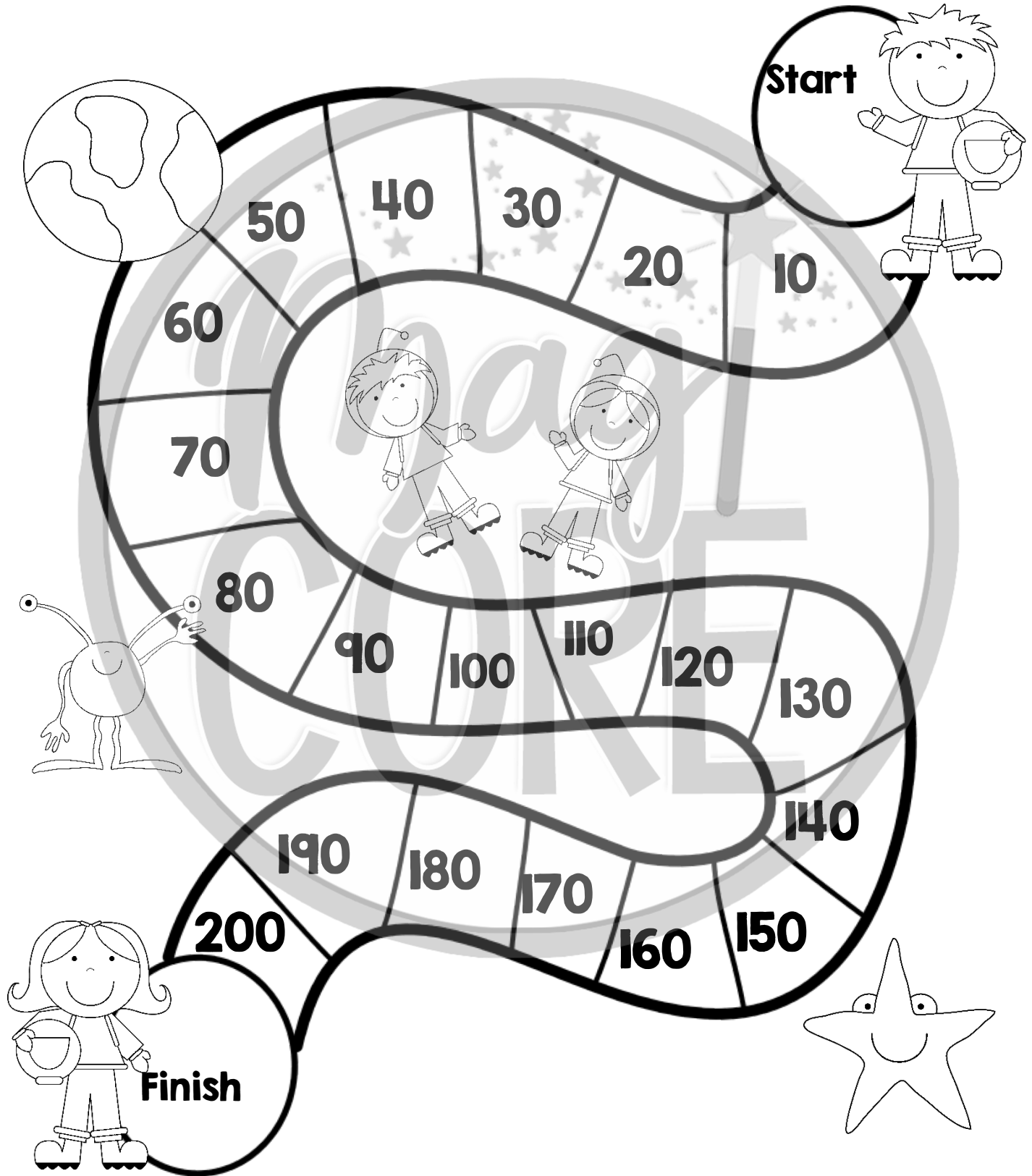
**Skills and Language Standards**



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Out of This World Sight Words

Color the game pieces to show how many sight words you have learned.



# Writing

- Goals
- Conference Notes
- Standards Check Sheet
- Standards Assessment Recording Sheet
- Standards Progress Graph
- Teaching/ Learning Rubrics



Name: \_\_\_\_\_ Date: \_\_\_\_\_

2<sup>nd</sup> Grade

# First Quarter Writing Goals

## Writing Genres

I am working on writing \_\_\_\_\_ (genre).

My goal is to work on

To meet my goal I will (Check)

- ☐ revise my writing.
- ☐ conference with my teacher.
- ☐ conference with my peers.
- ☐ read books by mentor authors and borrow strategies.
- ☐ Other \_\_\_\_\_

## Conventions

I did a great job on

To make my writing better I need to work on:

- ☐ spelling
- ☐ capitalization
- ☐ punctuation
- ☐ grammar

# Writing Conference Notes

Date: \_\_\_\_\_

**Conference Goal:**

Writing Genres

I am working on writing

\_\_\_\_\_ (genre). My goal is to  
work on \_\_\_\_\_

**To meet my goal I will (Check)**

- ☐ revise my writing.
- ☐ conference with my teacher.
- ☐ conference with my peers.
- ☐ read books by mentor authors and  
borrow strategies.
- ☐ Other \_\_\_\_\_

Date: \_\_\_\_\_

**Conference Goal:**

Conventions

I did a great job on

\_\_\_\_\_  
\_\_\_\_\_

To make my writing better I need to work  
on (Check)

- ☐ spelling.
- ☐ capitalization.
- ☐ punctuation.
- ☐ grammar.

Date: \_\_\_\_\_

**Conference Goal:**

Writing Genres

I am working on writing

\_\_\_\_\_ (genre). My goal is to  
work on \_\_\_\_\_

**To meet my goal I will (Check)**

- ☐ revise my writing.
- ☐ conference with my teacher.
- ☐ conference with my peers.
- ☐ read books by mentor authors and  
borrow strategies.
- ☐ Other \_\_\_\_\_

Date: \_\_\_\_\_

**Conference Goal:**

Conventions

I did a great job on

\_\_\_\_\_  
\_\_\_\_\_

To make my writing better I need to work  
on (Check)

- ☐ spelling.
- ☐ capitalization.
- ☐ punctuation.
- ☐ grammar.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Blooming Authors

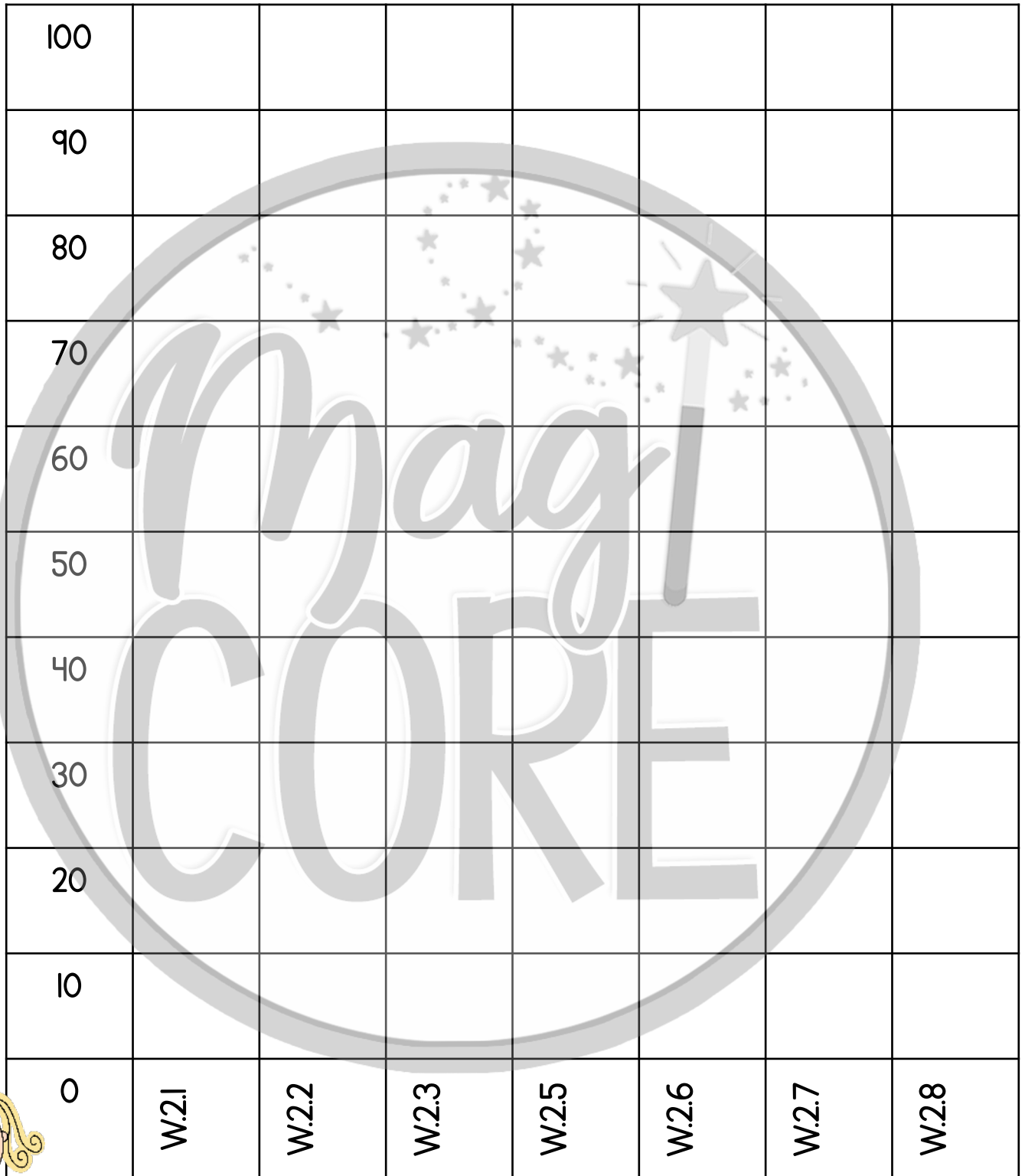
Authors write a variety of texts. I can write:  
(color the writing pieces you have completed)



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Writing Assessment Graph

Percentage



Writing Standards

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Writing Teaching & Learning Rubric

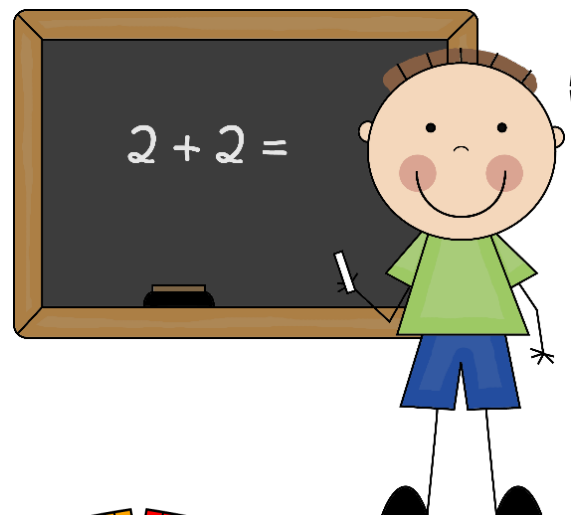
**2.W.3-** I can write narratives in which I recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

*\*NOTE: The bold print is the required element in the standard. The other elements are additional\**

| ELEMENT                                                                                                                    | EVIDENCE FROM WRITING |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------|
| I can write a story with a <b>beginning, middle, and end</b> . I include characters, setting, problem, and solution.       |                       |
| I can write a story with a <b>beginning</b> that grabs my reader's interest and an ending that leaves my reader satisfied. |                       |
| I can write a story that has <b>details</b> about how my character looks and feels. I include details about the setting.   |                       |
| I can write a story that has <b>dialogue</b> to show feeling, emotion, and what others think about my character.           |                       |
| I can write with effective <b>transition words</b> and good vocabulary choice.                                             |                       |
| I can write with proper <b>punctuation, spelling, and grammar</b> .                                                        |                       |

# Math

- Goals
- Conference Notes
- Progress Graphs
- Standards Check Sheet
- Standards Assessment  
Recording sheet



Name: \_\_\_\_\_ Date: \_\_\_\_\_

2<sup>nd</sup> Grade

# First Quarter Math Goals

## Fluency

I am working on my (+, -) \_\_\_\_\_ facts. By the end of the 1<sup>st</sup> quarter I plan to master the following facts:

\_\_\_\_\_

To meet my goal I will (Check)

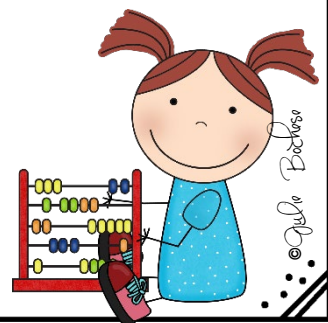
- ☐ practice flash cards for \_\_\_\_\_ minutes every day.
- ☐ play fluency games.
- ☐ practice speed tests.
- ☐ Other \_\_\_\_\_

## Math Strategies & Skills

Look at your standards list. Pick one standard you need to work on during the first quarter: \_\_\_\_\_

To meet my goal I will (Check)

- ☐ play math games and centers to practice this strategy.
- ☐ complete my homework.
- ☐ work with my teacher.
- ☐ work with my peers.
- ☐ practice on the computer.
- ☐ Other \_\_\_\_\_



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# Math Conference Notes

Date: \_\_\_\_\_

**Conference Goal:**

## Math Fluency

Right now I am working on  
(+ or -) \_\_\_\_\_ facts. By the end  
of the month I would like to know my  
\_\_\_\_\_ facts.

**To meet my goal I will (Check)**

- ☐ practice flash cards for \_\_\_\_\_ minutes every day.
- ☐ play fluency games.
- ☐ practice speed tests.
- ☐ Other \_\_\_\_\_

Date: \_\_\_\_\_

**Conference Goal:**

## Math Strategies

One standard I need to practice is  
\_\_\_\_\_

**To meet my goal I will (Check)**

- ☐ play math games and centers to practice this strategy.
- ☐ complete my homework.
- ☐ work with my teacher.
- ☐ work with my peers.
- ☐ practice on the computer.
- ☐ Other \_\_\_\_\_

Date: \_\_\_\_\_

**Conference Goal:**

## Math Fluency

Right now I am working on  
(+ or -) \_\_\_\_\_ facts. By the end  
of the month I would like to know my  
\_\_\_\_\_ facts.

**To meet my goal I will (Check)**

- ☐ practice Flash cards for \_\_\_\_\_ minutes every day.
- ☐ play fluency games.
- ☐ practice speed tests.
- ☐ Other \_\_\_\_\_

Date: \_\_\_\_\_

**Conference Goal:**

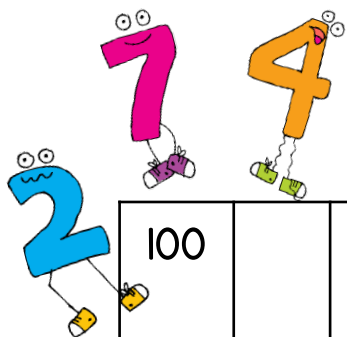
## Math Strategies

One standard I need to practice is  
\_\_\_\_\_

**To meet my goal I will (Check)**

- ☐ play math games and centers to practice this strategy.
- ☐ complete my homework.
- ☐ work with my teacher.
- ☐ work with my peers.
- ☐ practice on the computer.
- ☐ Other \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Addition Facts

Percentage

|     |     |     |     |     |     |     |     |     |     |     |      |         |             |  |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|---------|-------------|--|
| 100 |     |     |     |     |     |     |     |     |     |     |      |         |             |  |
| 90  |     |     |     |     |     |     |     |     |     |     |      |         |             |  |
| 80  |     |     |     |     |     |     |     |     |     |     |      |         |             |  |
| 70  |     |     |     |     |     |     |     |     |     |     |      |         |             |  |
| 60  |     |     |     |     |     |     |     |     |     |     |      |         |             |  |
| 50  |     |     |     |     |     |     |     |     |     |     |      |         |             |  |
| 40  |     |     |     |     |     |     |     |     |     |     |      |         |             |  |
| 30  |     |     |     |     |     |     |     |     |     |     |      |         |             |  |
| 20  |     |     |     |     |     |     |     |     |     |     |      |         |             |  |
| 10  |     |     |     |     |     |     |     |     |     |     |      |         |             |  |
| 0   | + 0 | + 1 | + 2 | + 3 | + 4 | + 5 | + 6 | + 7 | + 8 | + 9 | + 10 | Doubles | Doubles + 1 |  |

Addition Fact

# CCSS Version

## Math Common Core Checklist



Date: \_\_\_\_\_

**2.OA.A.1:** I can use **addition and subtraction within 100** to solve one and two step story problems by using drawings and equations. I can use a symbol for the unknown in the problem.

### Types of Problems

- Adding to, taking from
- Putting together, taking apart
- Comparing
- Unknowns in all positions

# FL B.E.S.T. Version

Name: \_\_\_\_\_

## Math FL BEST Checklist



**MA.2.NS.1.1:** I can read and write numbers from 0 to 1,000 using standard form, expanded form and word form.

# Editable Version

Name: \_\_\_\_\_

Math

Checklist

## Operations & Algebraic Thinking



**2.OA.A.1:** I can use **addition and subtraction within 100** to solve one and two step story problems by using drawings and equations. I can use a symbol for the unknown in the problem.

### Types of Problems

- Adding to, taking from
- Putting together, taking apart
- Comparing
- Unknowns in all positions

**2.OA.B.2:** I can quickly and accurately **add and subtract within 20** using mental math. I know all sums of two one-digit numbers.

**2.OA.C.3:** I can determine whether a group of objects has an **odd or even** number. I do this by pairing objects or counting them by 2's. I can write an equation to show an even number as the sum of two equal numbers.

**2.OA.C.4:** I can use addition to find the total number of objects in a **rectangular array** (up to 5 rows and 5 columns). I can write an equation to show the total of the array is the sum of all the rows or column.

**MA.2.NS.1.1:** I can read and write numbers from 0 to 1,000 using standard form, expanded form and word form.

**MA.2.NS.1.2:** I can compose three-digit numbers in multiple ways. I can demonstrate each composition or expansion using equations or drawings.

**MA.2.NS.1.3:** I can read and write whole numbers up to 1,000.

**MA.2.NS.1.4:** I can read and write numbers from 0 to 100 to the nearest 10.

**MA.2.NS.1.5:** I can find all sums to 20 and related.

**MA.2.NS.1.6:** I can find ten more, ten less, one more, one less of a three-digit number.

**MA.2.NS.1.7:** I can find sums up to 100 with two one-digit numbers from a whole number.

**MA.2.NS.1.8:** I can find numbers with sums up to 100 from a whole number.

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**CCSS  
Version**

# CCSS

## Version

Date: \_\_\_\_\_

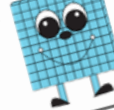
### Mathematics Common Core Checklist

Name: \_\_\_\_\_

#### Number & Operations in Base Ten

|                                                                 | Assessment 1 | Assessment 2 | Assessment 3 |
|-----------------------------------------------------------------|--------------|--------------|--------------|
| <b>Standard</b><br>For a three digit number show the amounts of |              |              |              |

Date:



Name

Version

Mathematics Curriculum

Number & Operations in Base Ten

Standard

For a three digit number show the amounts of

Number & Operations  
Standard

2.NBT.A.1 I understand that the three digits of a three digit number show the amounts of hundreds, tens, and ones.

I understand that:  
10 tens = 1 hundred  
100, 200, 300, 400, 500, 600, 700, 800, 900, 1,000

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Assessment 1

## Assessment 2

### Assessment 3

Assessment 4

2NBTA2: I can count to 1,000. I can skip

2NBTA3: I can read and write new expanded form.

**2NBT.4:** I can compare + comparisons.

2NBT.B.5: I can fluently

2NBT.6: I

2NBT  
I c

Mathematics  
Number Sense and Operations  
Standard

Version 1.0

Mathematics FL BEST Checklist

and Operations

to 1,000

Date:

MA.2.NSO.1: I can read and write numbers from 0 to 1,000 using standard form, expanded form and word form

MA2/NSO1.2: I can compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.

MA2/NS01/3 I can plot, order and compare whole numbers.

MA2NS01.4 I can plot, order and compare whole numbers.

MA2NSO.2-I can  
subtraction facts

MA2NS022: I can identify hundred more and one hundred less than a given number.

MA2NS02  
proc-

Assessment /

Assessment 2

Assessment 2

Assessment 4

# Editable Version

Date:

Date: \_\_\_\_\_  
e Checklist



Assessment 4

## Mathematics Connections in Base Ten

Mathematics  
Number & Operations in Base Ten  
Standard

**2 METAL:** I understand that the three digits are **hundreds, tens, and ones.**

I also understand that:

A) 100 is a bundle of ten tens called "hundred".

B) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, and nine hundreds.

C) I can skip count by 5's, 10's, and 100's.

D) I can name numbers in different ways, such as number names, and expanded form.

2) **CHETA2:** I can count to 1,000. I can skip count by 5's, 10's, and 100's.

2NBT.A.3: I can read and write numbers to 1,000 in expanded form.

**2.NBTA.4:** I can compare two three-digit numbers using different strategies.

2.NBT.6: I can add up to four 2-digit numbers using different strategies. I understand 1,000 using different strategies. I understand the ones, tens, and hundreds for one, ten, and one hundred.

**2.NBT.7:** I can add and subtract three-digit numbers I add or subtract the ones, tens, and hundreds and sometimes I have to regroup my hundreds for tens and tens for ones.

Assessment 1

## Assessment 2

### Assessment 3

Assessment 4

# Science

- Goals
- Conference Notes



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## 2<sup>nd</sup> Grade Science Goals

### Quarter 1

This quarter I am going to focus on \_\_\_\_\_

To meet my goal I will: (Check off)

- ☐ read non-fiction books on this topic.
- ☐ complete science experiments at home and at school.
- ☐ study vocabulary related to this topic.



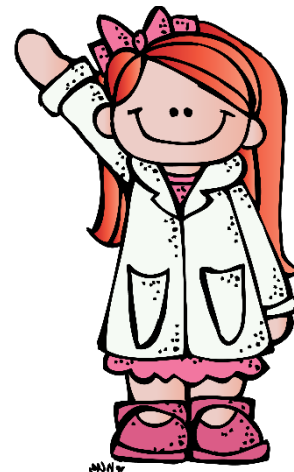
### Quarter 2

Did you meet your first quarter goal?      Y      N

This quarter I am going to focus on \_\_\_\_\_

To meet my goal I will: (Check off)

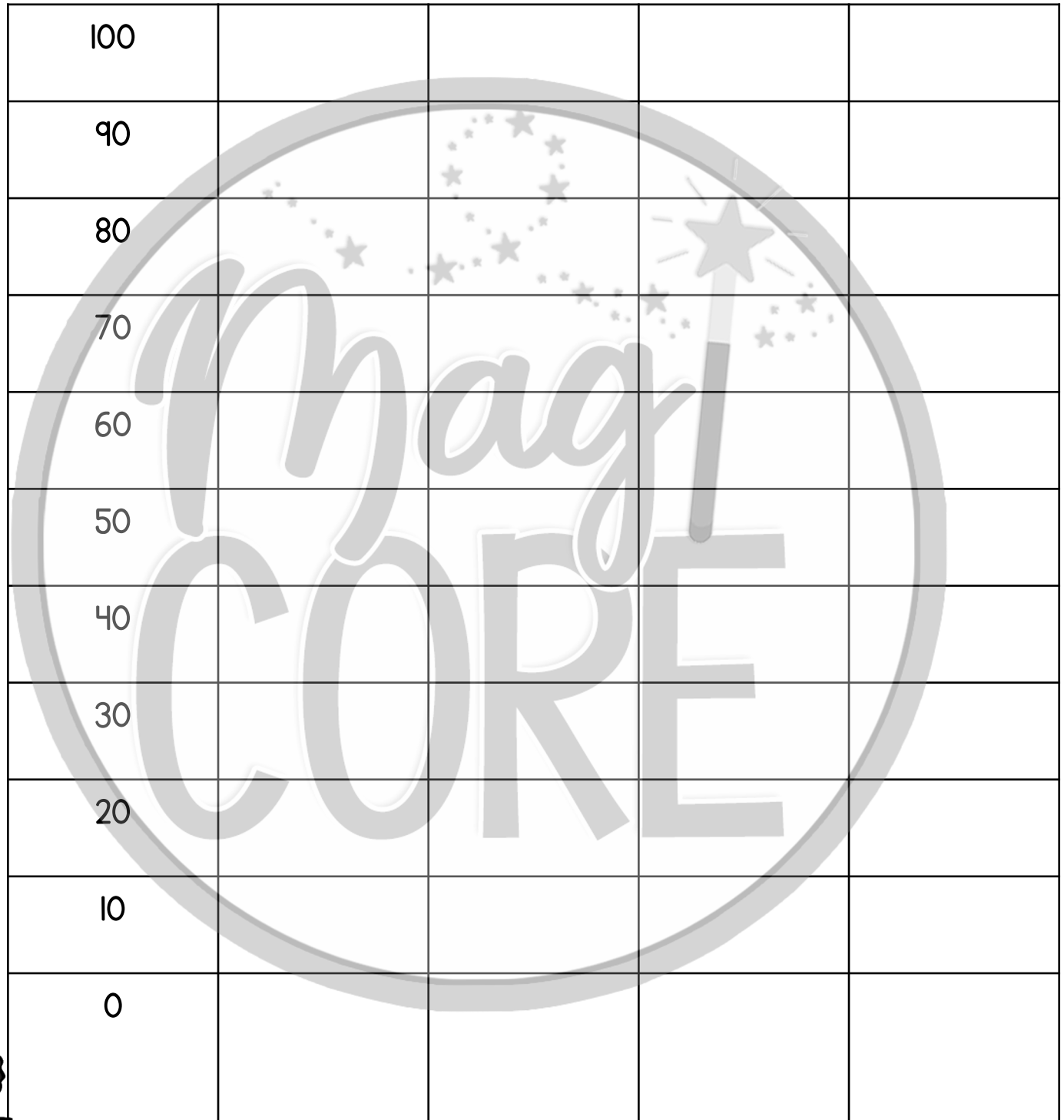
- ☐ read non-fiction books on this topic.
- ☐ complete science experiments at home and at school.
- ☐ study vocabulary related to this topic.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

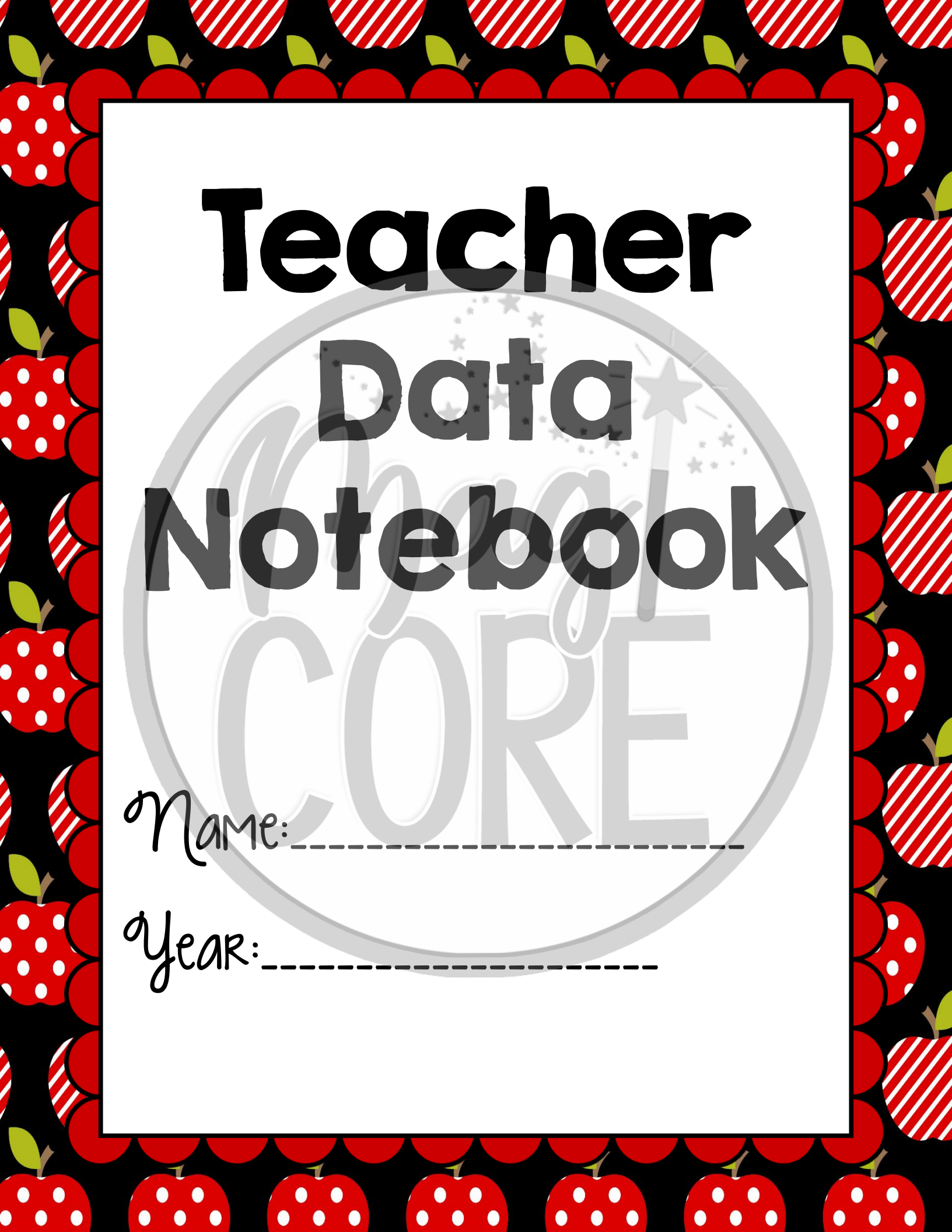
# Science

Percentage



Standard





# Teacher Data Notebook

*Common Core*

Name: \_\_\_\_\_

Year: \_\_\_\_\_



# Teacher Data Notebook

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1. 2021-2022 Conference Calendar for 12 months
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  12. Class Profile Graphs for each CC Standard
  13. Writing Class Data Divider Page
  14. Class Profile Graphs for each CC Writing Genre
  15. Credits
- 

# Conferences 2022



| Sunday0 | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---------|--------|---------|-----------|----------|--------|----------|
|         | 1      | 2       | 3         | 4        | 5      | 6        |
| 7       | 8      | 9       | 10        | 11       | 12     | 13       |
| 14      | 15     | 16      | 17        | 18       | 19     | 20       |
| 21      | 22     | 23      | 24        | 25       | 26     | 27       |
| 28      | 29     | 30      | 31        |          |        |          |

**Student Names:**

# Phonics Group Plans

Date: \_\_\_\_\_



## Group Members

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Pattern Focus & Activity: \_\_\_\_\_

Notes:

# Phonics Group Plans

Date: \_\_\_\_\_



## Group Members

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Pattern Focus & Activity: \_\_\_\_\_

Notes:

# Strategy Group Plans

Date: \_\_\_\_\_



Group Members

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Strategy/ Standard: \_\_\_\_\_

Notes:

# Strategy Group Plans

Date: \_\_\_\_\_



Group Members

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Strategy/ Standard: \_\_\_\_\_

Notes:

# Guided Reading Small Group

Dates: \_\_\_\_\_

Students:

\_\_\_\_\_  
\_\_\_\_\_

Book Title: \_\_\_\_\_ Level: \_\_\_\_\_

## Before Reading

Date: \_\_\_\_\_

Build Schema

☐

Picture Walk

☐

Oral Predictions

☐

Notes:

## During Reading

Dates: \_\_\_\_\_

Notes:

## After Reading

Dates: \_\_\_\_\_

Notes:



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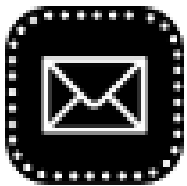
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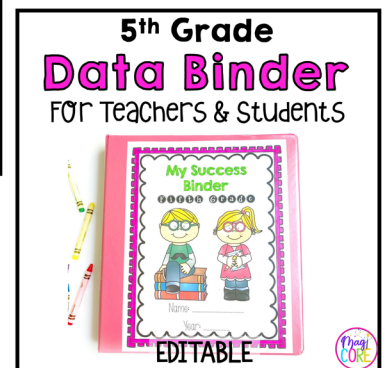
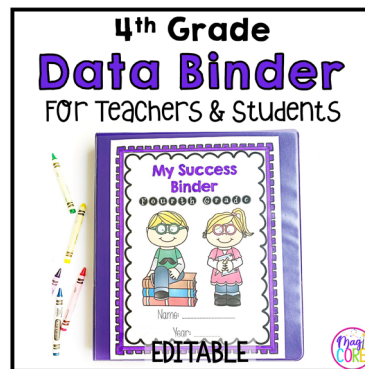
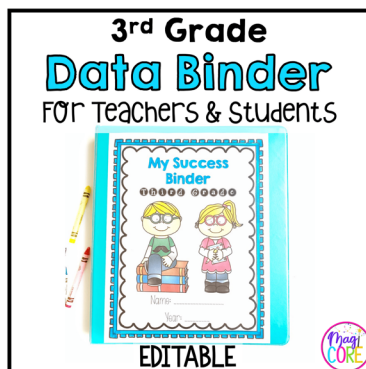
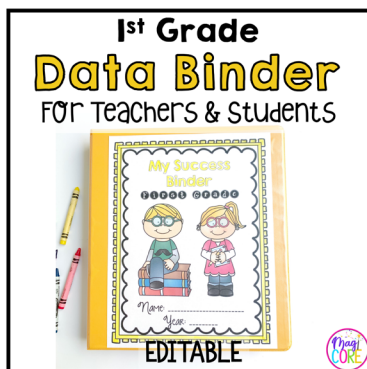


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