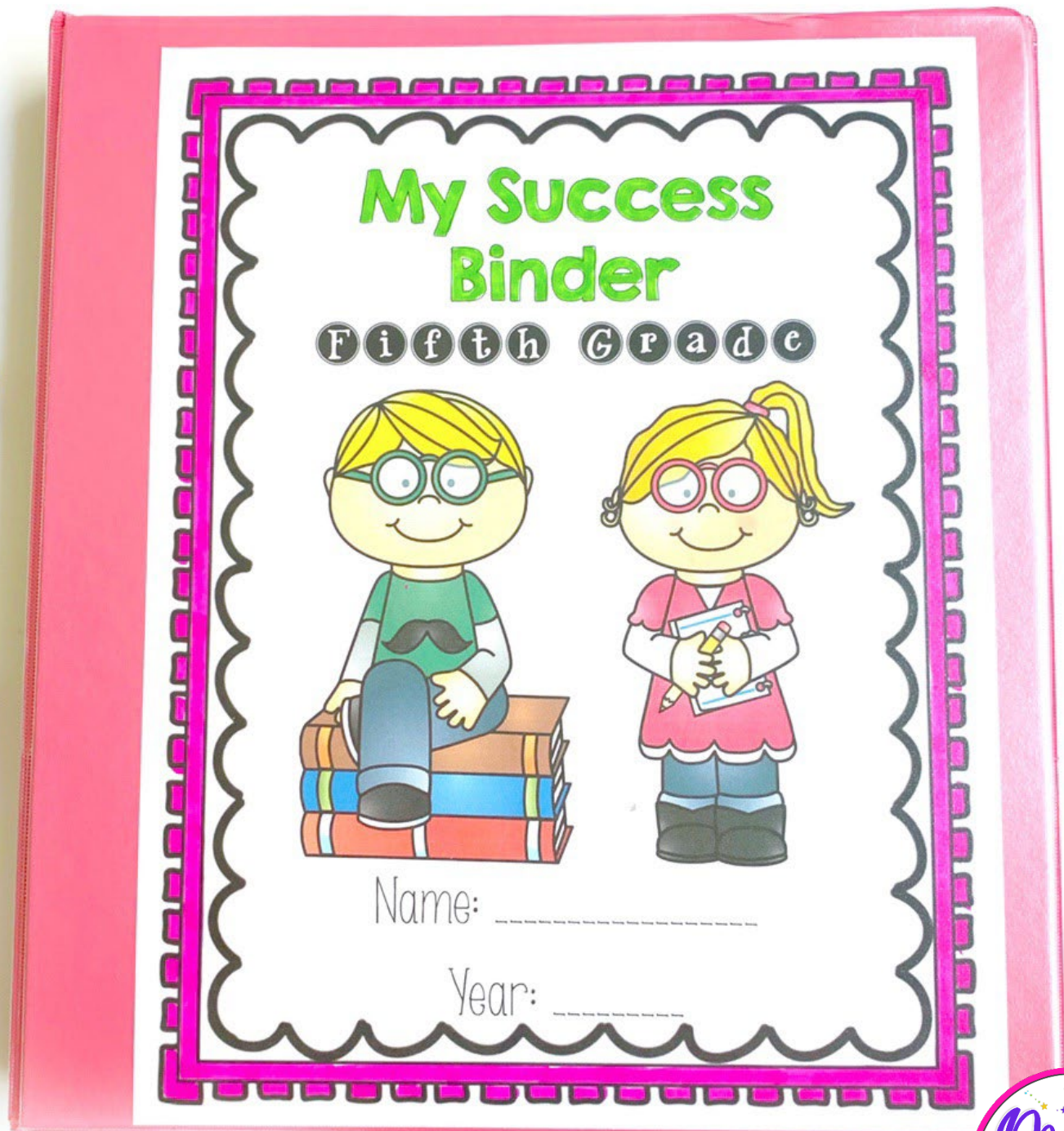


5th Grade

Data Binder

For Teachers & Students

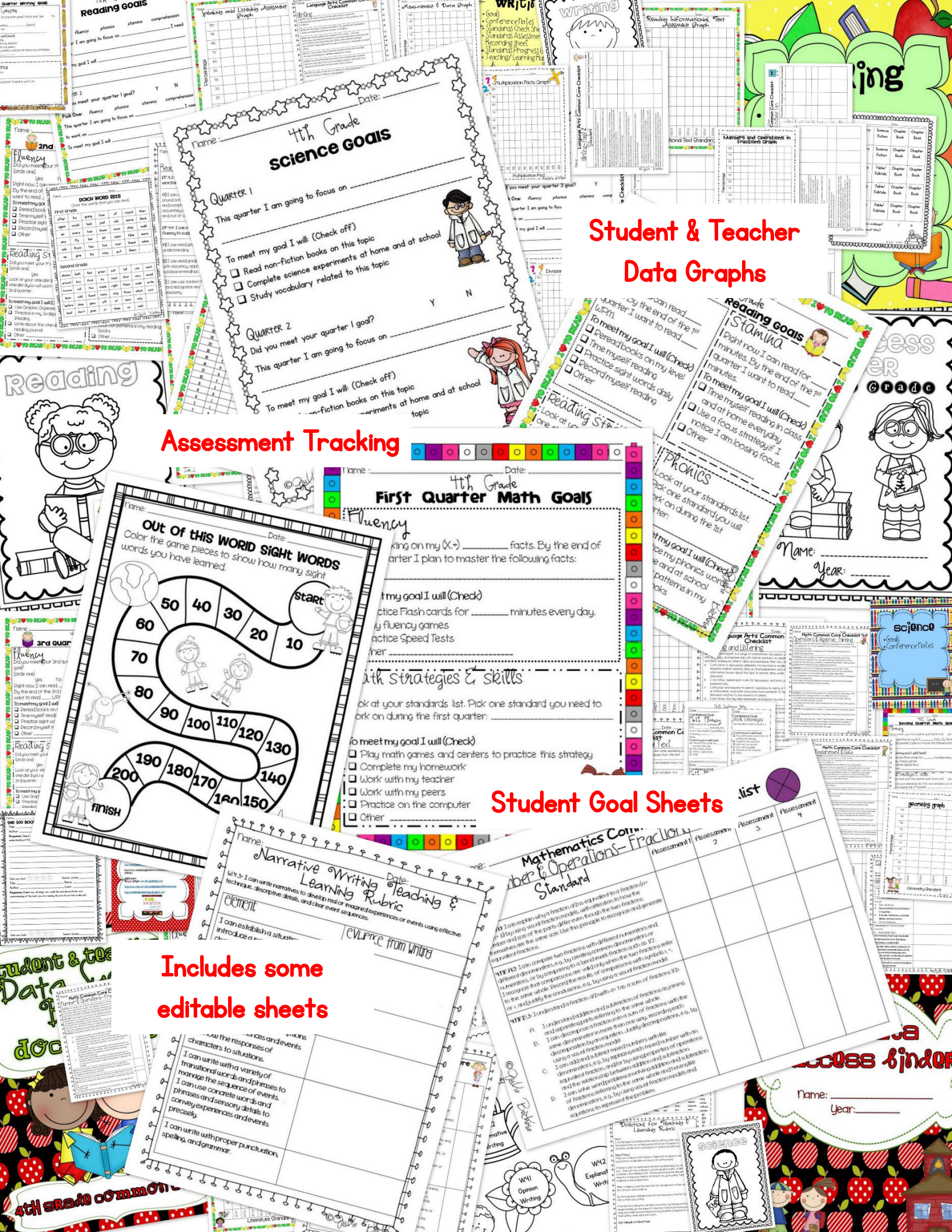


EDITABLE









Student & Teacher Data Graphs

Assessment Tracking

Student Goal Sheets

Includes some editable sheets

My Success Binder

fifth Grade



Name: _____

Year: _____

Reading

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



Name: _____ Date: _____

5th Grade

1st 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 1st 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 1st 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.5.1: I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2: I can determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3: I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4: I can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5: I can explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6: I can describe how a narrator's or speaker's point of view influences how events are described.

RL.5.7: I can analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, legend).

RL.5.8: I can compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL.5.9: By the end of the year, I can read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.



Date: _____

FL B.E.S.T.
Version

Language Arts FL BEST Checklist

ELASR.1: I can analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.

ELASR.2: I can explain the development of stated or implied theme(s) throughout a literary text.

ELASR.3: I can describe how an author develops a character's perspective in a literary text.

ELASR.4: I can explain how figurative language and other poetic elements work together in a poem.

Date: _____

Language Arts Common Core Checklist

Reading Literature

RL.5.1: I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2: I can determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3: I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

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RL.5.8: I can compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL.5.9: By the end of the year, I can read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.



Date: _____

Text

For features contribute to the overall

at the central idea(s), implied or

perspective in an informational

identifying the specific

©2014 Edmentum

CCSS Version

Name: _____

Date: _____



Language Arts Common Core Checklist

Speaking and Listening Standard

- SL.51 I can participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- I can come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - I can follow agreed-upon rules for discussions and carry out assigned roles.
 - I can pose and respond to specific questions to clarify or follow up on or make comments that contribute to the discussion and link to the remarks of others.
 - I can review the key ideas expressed and explain my own ideas and understanding in light of the discussion.

Name: _____

Assessment 1

Assessment 2

Assessment 3

Assessment 4

SL.52 I can summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.53 I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.54 I can report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.55 I can include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.56 I can adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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Language Arts Common Core Checklist

Reading Prose & Poetry Standard

RL.51 I can analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.

RL.52 I can explain the development of stated or implied theme(s) throughout a literary text.

RL.53 I can describe how an author develops a character's perspective in a literary text.

RL.54 I can explain how figurative language and other poetic elements work together in a poem.

Assessment 1

Assessment 2

Assessment 3

Assessment 4

Language Arts Common Core Checklist

Reading Informational Standard

RI.51 I can cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.52 I can analyze how main ideas and supporting details are developed and related in the text.

RI.53 I can analyze how the text uses relevant media elements and graphics to enhance understanding of the text.

RI.54 I can compare and contrast texts to analyze how they develop different perspectives on the same topic or issue.

RI.55 I can analyze how the text uses relevant media elements and graphics to enhance understanding of the text.

RI.56 I can analyze how the text uses relevant media elements and graphics to enhance understanding of the text.

RI.57 I can analyze how the text uses relevant media elements and graphics to enhance understanding of the text.

RI.58 I can analyze how the text uses relevant media elements and graphics to enhance understanding of the text.

RI.59 I can analyze how the text uses relevant media elements and graphics to enhance understanding of the text.

RI.60 I can analyze how the text uses relevant media elements and graphics to enhance understanding of the text.

RI.61 I can analyze how the text uses relevant media elements and graphics to enhance understanding of the text.

RI.62 I can analyze how the text uses relevant media elements and graphics to enhance understanding of the text.

RI.63 I can analyze how the text uses relevant media elements and graphics to enhance understanding of the text.

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RI.67 I can analyze how the text uses relevant media elements and graphics to enhance understanding of the text.

RI.68 I can analyze how the text uses relevant media elements and graphics to enhance understanding of the text.

RI.69 I can analyze how the text uses relevant media elements and graphics to enhance understanding of the text.

RI.70 I can analyze how the text uses relevant media elements and graphics to enhance understanding of the text.

RI.71 I can analyze how the text uses relevant media elements and graphics to enhance understanding of the text.

RI.72 I can analyze how the text uses relevant media elements and graphics to enhance understanding of the text.

RI.73 I can analyze how the text uses relevant media elements and graphics to enhance understanding of the text.

FL B.E.S.T. Version

Editable Version

Name: _____

Language Arts Common Core Checklist

Speaking and Listening Standard

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SL.56 I can adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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Assessment 1

Assessment 2

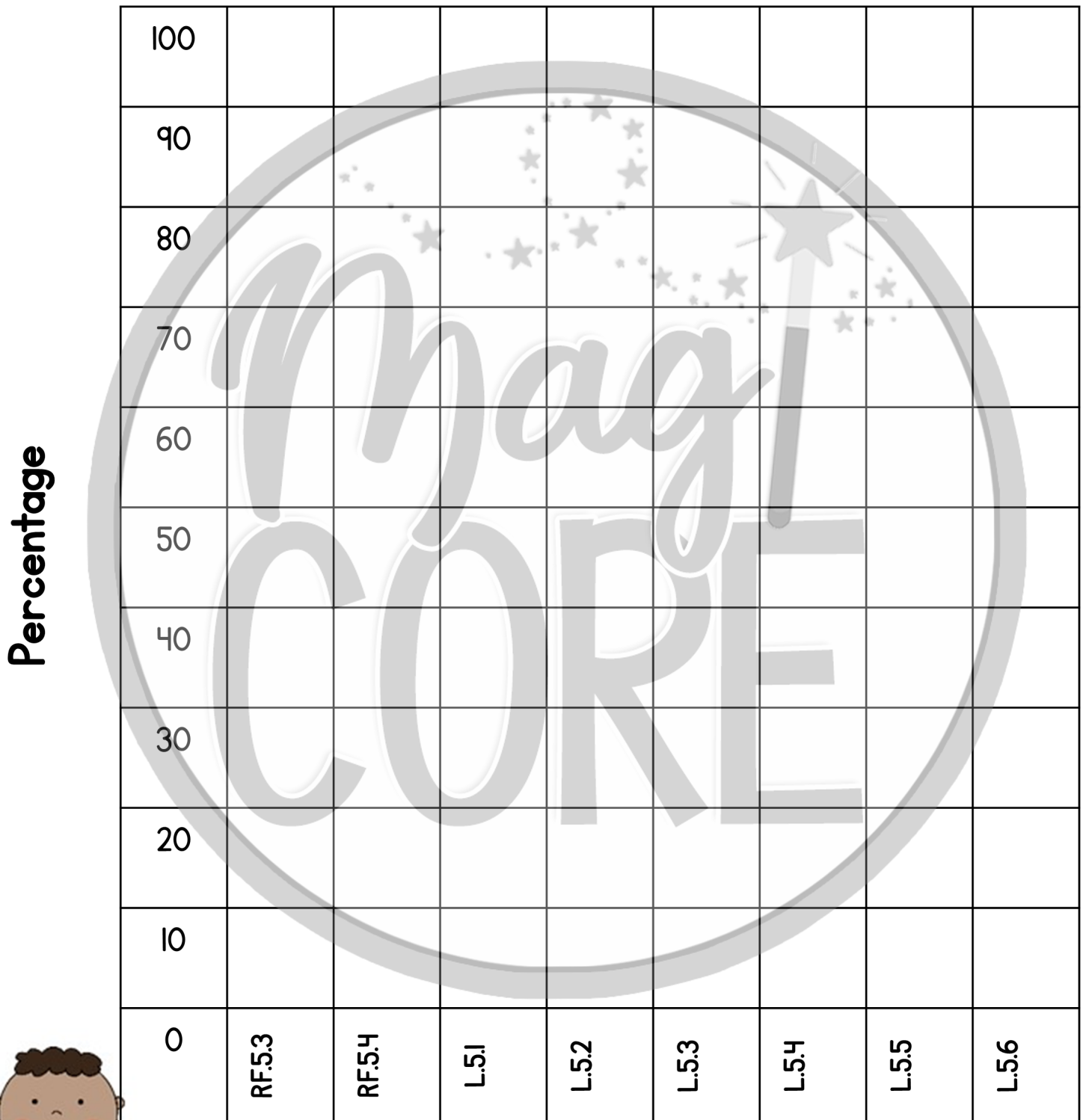
Assessment 3

Assessment 4



Name: _____ Date: _____

Reading Foundational Skills & Language Assessments

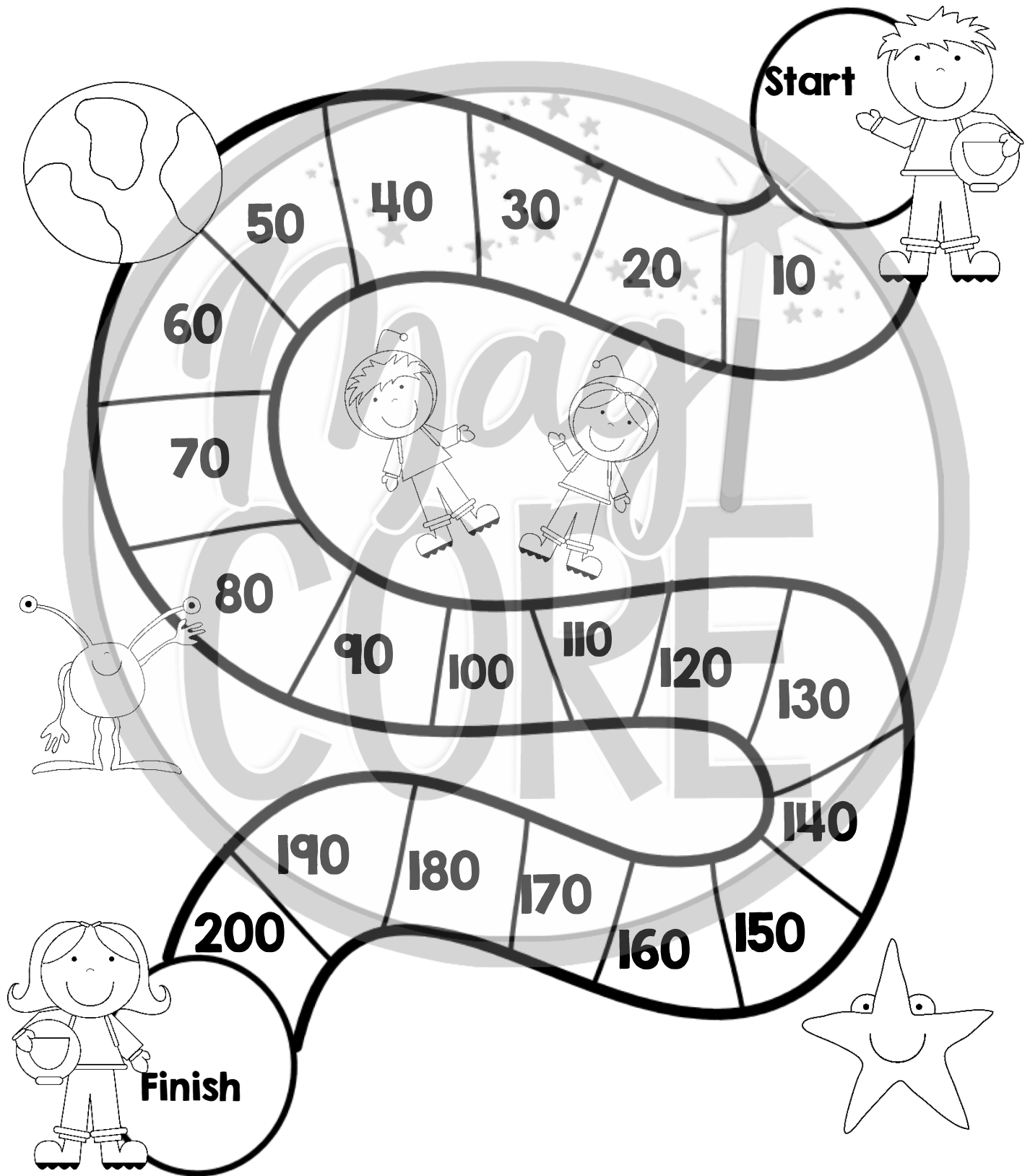


Skills and Language Standards

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: _____

5th 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

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To meet my goal I will (Check)

- ☐ revise my writing.
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- ☐ 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

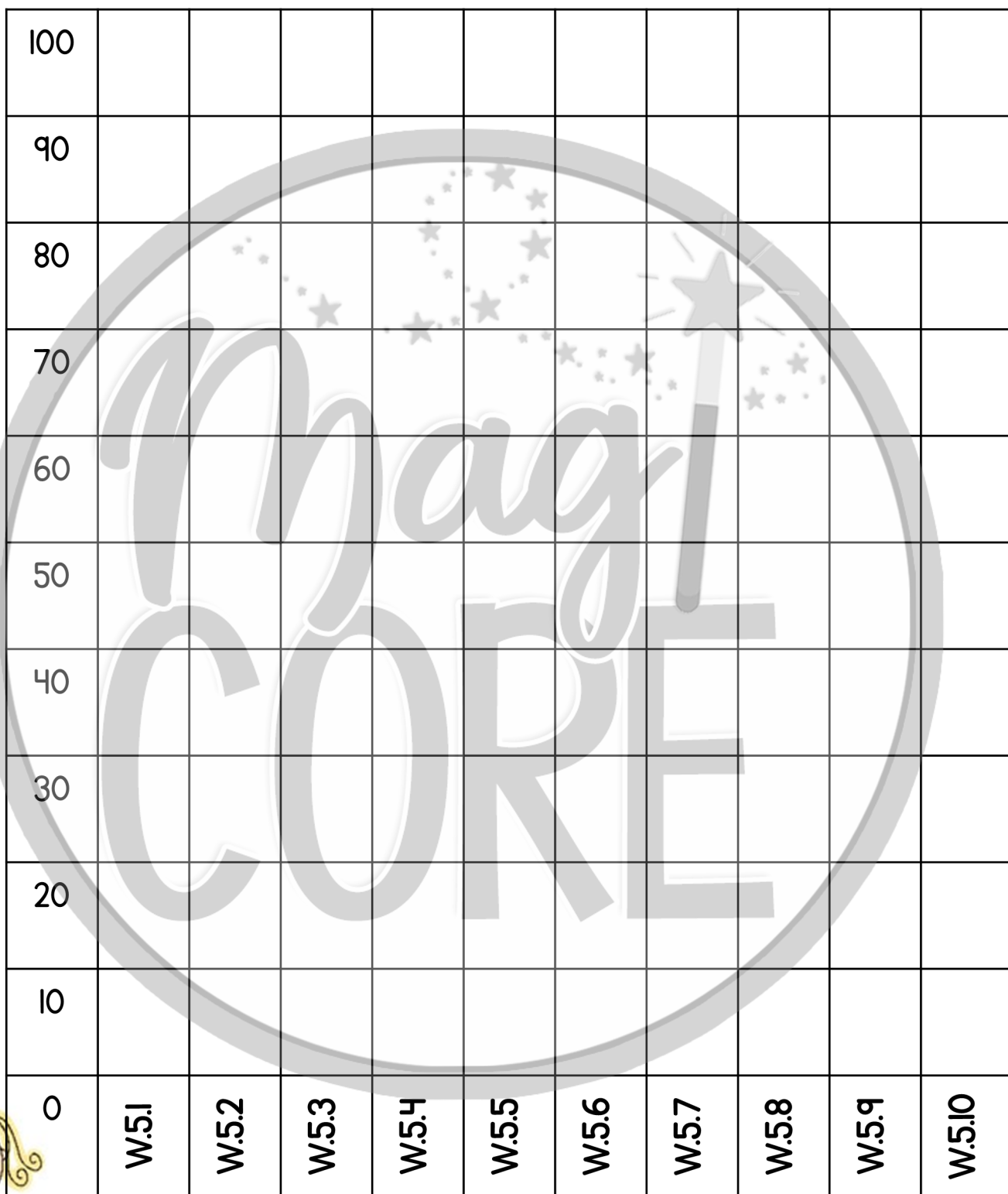
Authors write a variety of texts. I can write:
(color the writing pieces you have completed)



Name: _____ Date: _____

Writing Assessment Graph

Percentage



Writing Standards

Name: _____ Date: _____

Narrative Writing Teaching & Learning Rubric

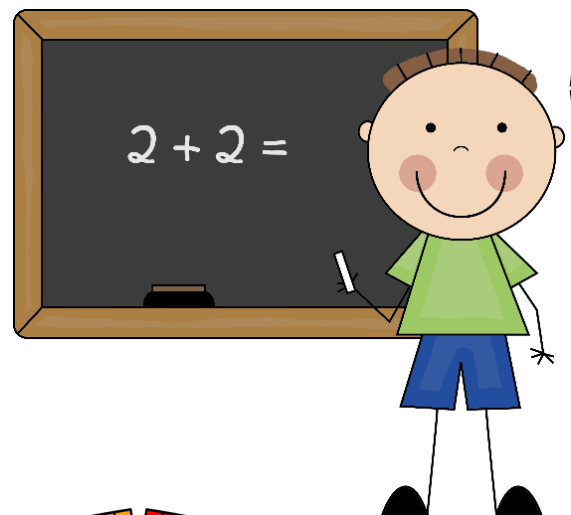
W.5.3: I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

Element	Evidence from Writing
I can establish a situation and introduce a narrator and/or characters.	
I can organize an event sequence that unfolds naturally.	
I can write a story with an ending that leaves my reader satisfied.	
I can use techniques such as dialogue, description, and pacing to develop experiences and events of characters.	
I can write with a variety of transitional words, phrases, and clauses to move the sequence of events. I can use concrete words and phrases and sensory details to convey experiences and events precisely.	
I can write with proper punctuation, spelling, and grammar .	

Math

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



Name: _____ Date: _____

5th Grade

First Quarter Math Goals

Fluency

I am working on my ($\times, \div$) _____ facts. By the end of the 1st 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 _____



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:

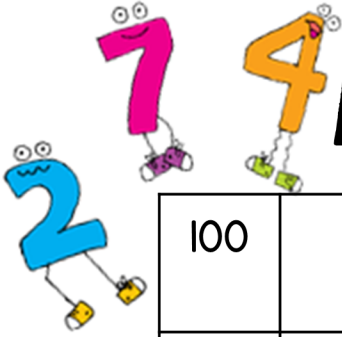
Math Strategies

One standard I need to practice is

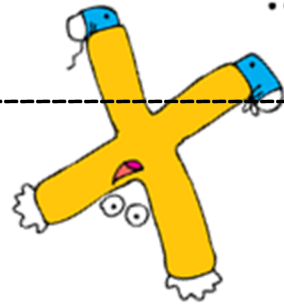
To meet my goal I will (Check)

- ☐ 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: _____



Multiplication Facts



Percentage

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

Multiplication Fact

CCSS Version

Math Common Core Checklist Operations & Algebraic Thinking

5.OA.A.1: I can use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols

5.OA.A.2: I can write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (8932 + 921)$ is three times as large as $8932 + 921$, without having to calculate the indicated sum or product.

Editable
Version

Name: _____

Date: _____

Math Common Core Checklist Operations & Algebraic Thinking

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5.OA.A.2: I can write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (8932 + 921)$ is three times as large as $8932 + 921$, without having to calculate the indicated sum or product.

5.OA.A.3: I can generate two numerical patterns using two given rules. I can identify apparent relationships between corresponding terms. I can form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

FL B.E.S.T. Version

Name: _____

Date: _____

Math FL BEST Checklist Number Sense and Operations

MA.5.N.1.1 I can express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.

MA.5.N.1.2 I can read and write multi-digit numbers with decimals to the thousandths in standard form, word form and expanded form.

MA.5.N.1.3 I can decompose multi-digit numbers with decimals to the thousandths using place value and operations. Demonstrate the composition or decomposition of multi-digit numbers with decimals up to the thousandths to the nearest hundredths.

MA.5.N.1.4 I can add and subtract multi-digit numbers with decimals up to the thousandths to the nearest hundredths.

MA.5.N.1.5 I can multiply multi-digit numbers with decimals up to the hundredths to the nearest hundredths.

MA.5.N.1.6 I can divide multi-digit numbers with decimals up to the hundredths to the nearest hundredths.

MA.5.N.1.7 I can represent remainders as fractions.

MA.5.N.1.8 I can understand the relationship between multiplication and division.

MA.5.N.1.9 I can understand the relationship between addition and subtraction.

MA.5.N.1.10 I can understand the relationship between multiplication and division.

MA.5.N.1.11 I can understand the relationship between multiplication and division.

MA.5.N.1.12 I can understand the relationship between multiplication and division.

©Julie Behr

©Julie Behr

The image displays a collage of overlapping educational worksheets for Florida's Mathematics Common Core Standards. The primary focus is on the 'Number & Operations in Base Ten' standard. Several worksheets are visible, each featuring a student's name, a date, and a table for tracking progress across four assessments. Green callout boxes highlight key features: 'CCSS Version' (Common Core State Standards), 'FL B.E.S.T. Version' (Florida's Benchmark Assessment System Test), and 'Editable Version'. A cartoon character, a blue square with eyes and a smile, is positioned in the top right corner of the topmost worksheet. The worksheets contain detailed descriptions of the standards, such as 'SNBT.A.1: I can recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.' The background is a light blue gradient.

The image displays a collage of overlapping educational worksheets for Florida's Mathematics Common Core Standards. The primary focus is on the 'Number & Operations in Base Ten' standard. Several worksheets are visible, each featuring a student name line, a date line, and a table for tracking progress across four assessments. Green callout boxes are overlaid on the worksheets, providing additional context: 'CCSS Version' is in the top left, 'FL B.E.S.T. Version' is in the middle right, and 'Editable Version' is in the bottom center. A small cartoon character with a blue grid body and large eyes is positioned in the top right corner of the topmost worksheet. The worksheets contain detailed descriptions of the standards, such as 'SNBT.A.1: I can recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.' The background is a light blue gradient.

The image displays three overlapping worksheets for the 'Mathematics Common Core Checklist' for 4th grade. The top-left worksheet is titled 'Number & Operations in Base Ten Standard' and includes standards SNBT.A.1 through SNBT.B.6. The top-right worksheet is titled 'Number Sense & Operations Standard' and includes standards NAS.1 through NAS.5. The bottom worksheet is also titled 'Number & Operations in Base Ten Standard' and includes standards SNBT.A.1 through SNBT.B.6. Each worksheet has a header with 'Name: _____' and 'Date: _____'. The worksheets are organized into columns for 'Assessment 1', 'Assessment 2', 'Assessment 3', and 'Assessment 4'. A large green box in the center of the image contains the text 'Editable Version'. The worksheets are decorated with a small cartoon character in the top right corner of each page.

Science

- Goals
- Conference Notes



Name: _____ Date: _____

5th 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)

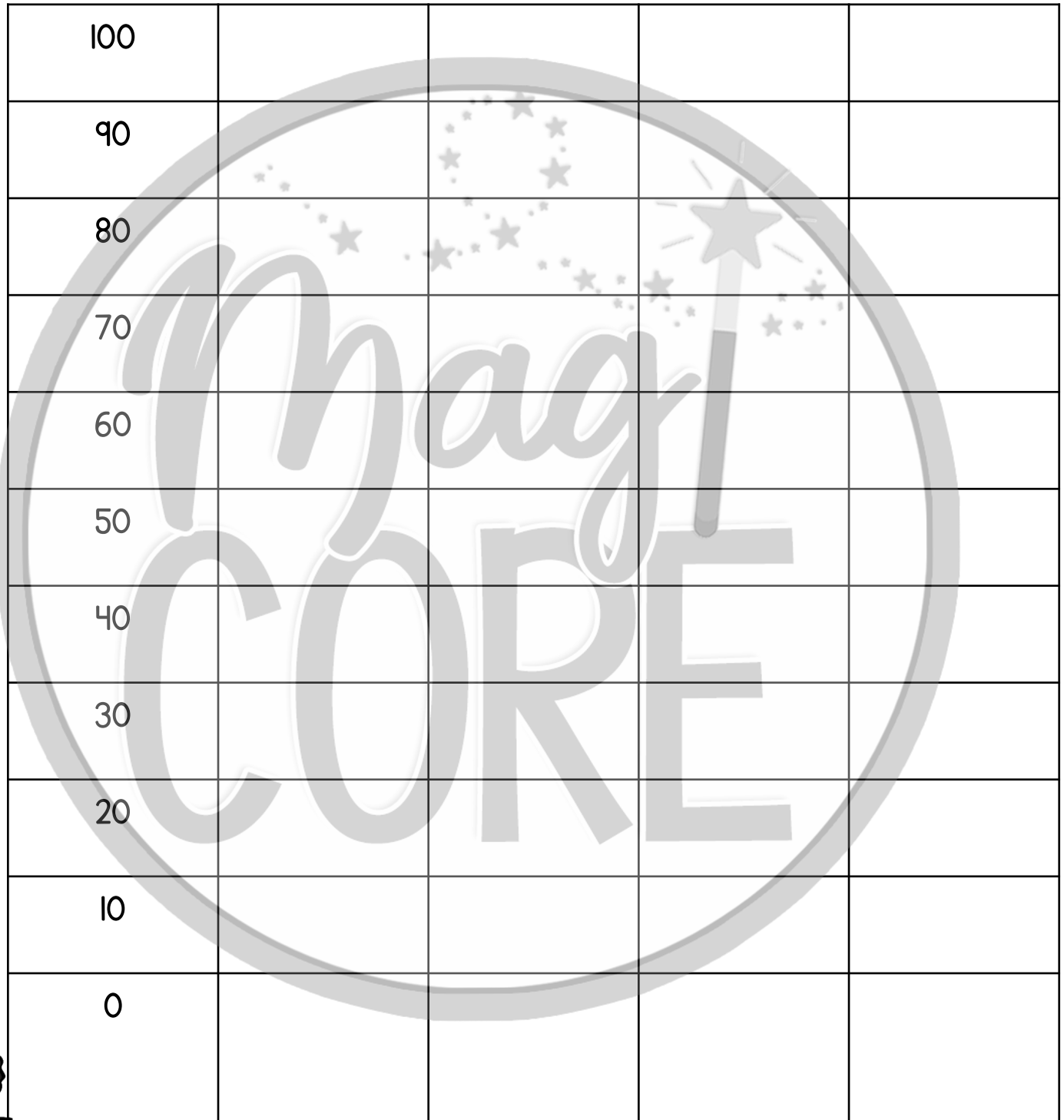
- ☐ read non-fiction books on this topic.
- ☐ complete science experiments at home and at school.
- ☐ study vocabulary related to this topic.



Name: _____ Date: _____

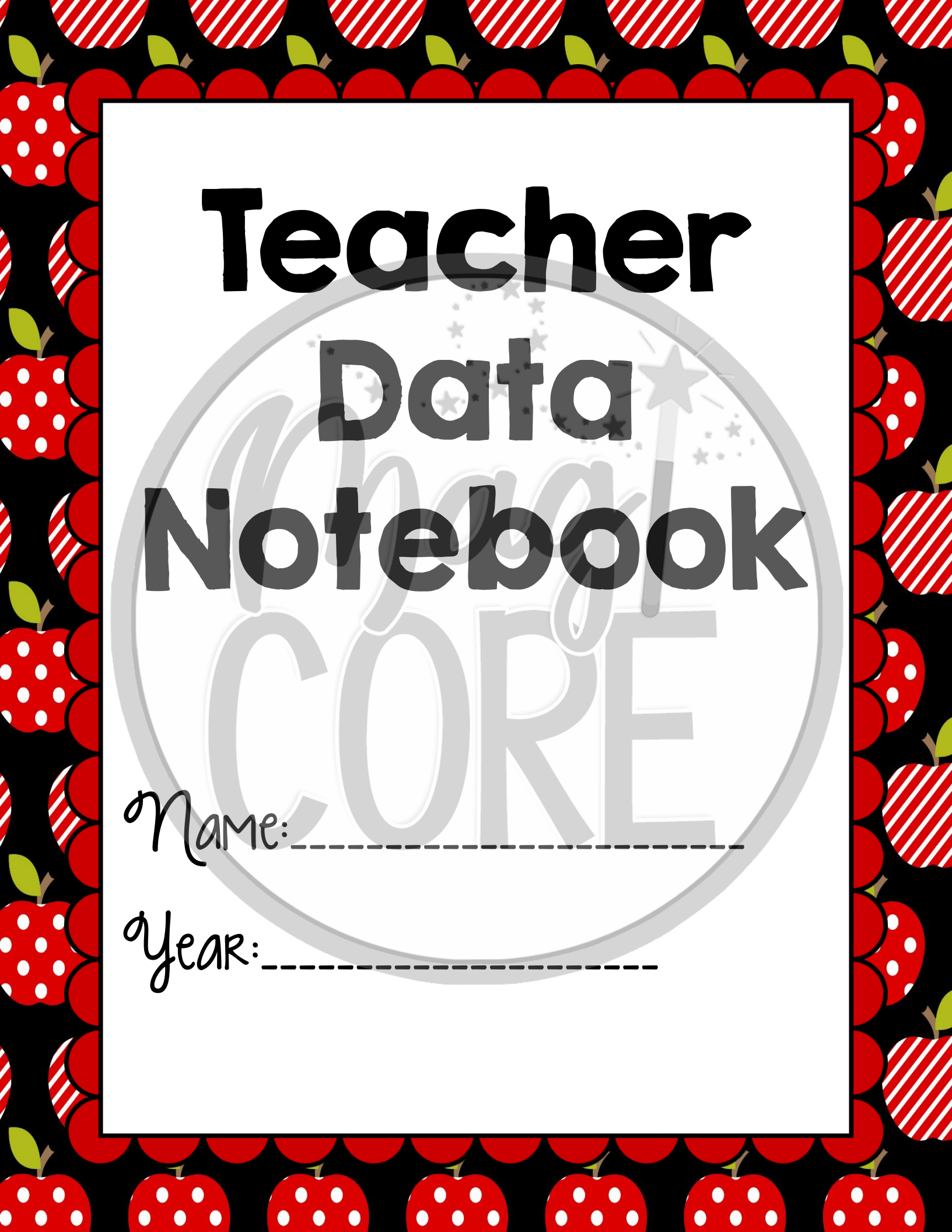
Science

Percentage



Standard





Teacher Data Notebook

Common Core

Name: _____

Year: _____



Teacher Data Notebook

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 2. Phonics Small Group Plans Form
 3. Strategy Focus Small Group Plans Form
 4. Guided Reading Small Group Plans Form
 5. Math Small Group Plans Form
 6. 12 Month Calendar
 7. Reading Class Data Divider Page
 8. Reading Level, WPM, Stamina Class Profile Graphs
 9. Class Profile Graphs for each Reading Literature and Informational Text CC Standard
 10. Math Class Data Cover Sheet
 11. Addition & Subtraction Fact Class Profile Graph
 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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Good to Go



Not O.K.

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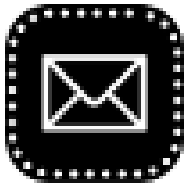
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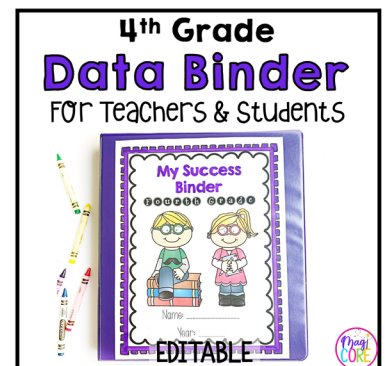
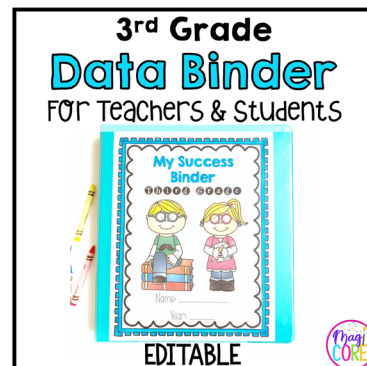
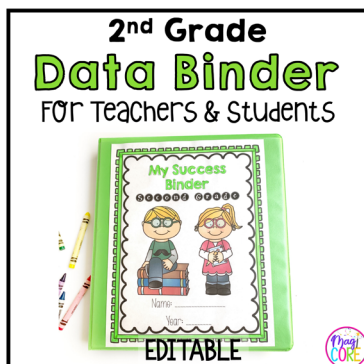
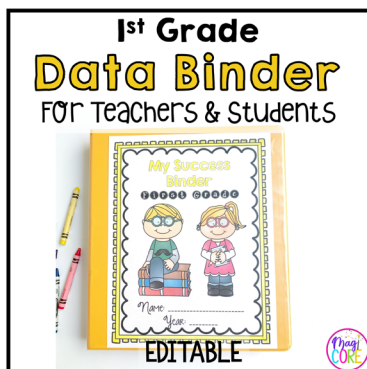


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