

3rd Grade Data Binder

For Teachers & Students

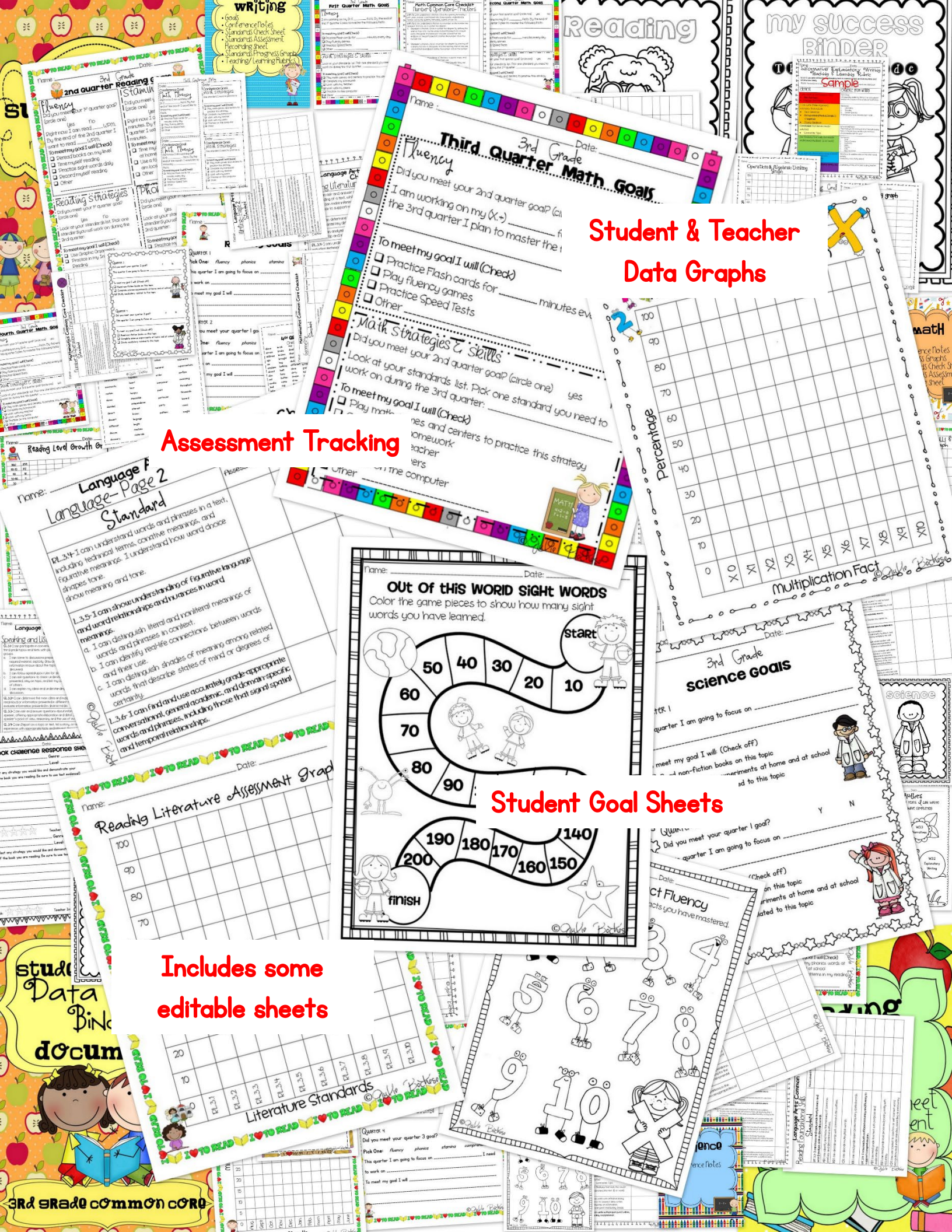


EDITABLE









Student & Teacher Data Graphs

Assessment Tracking

Student Goal Sheets

Includes some editable sheets

My Success Binder

Third Grade



Name: _____

Year: _____

Reading

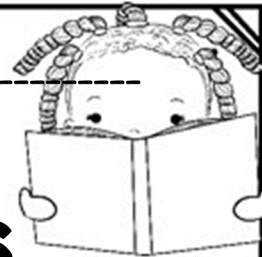
- Goals
- Conference Notes
- Progress Graphs
- Standards Check Sheet
- Standards Assessment
Recording Sheet



Name: _____ Date: _____

3rd 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 Informational Text

RI.3.1 I can ask and answer questions to show my understanding of a text, while using examples directly from the text. I can make inferences from what the text says and use evidence to support my inferences.

RI.3.2 I can determine the main idea and theme of a text. I can summarize key details.

RI.3.3 I can describe the relationship between a series of historical events, scientific procedures/ experiments, or steps in technical procedures in a text, using language that is clear and concise.

RI.3.4 I can determine the meaning of academic words and phrases in context.

RI.3.5 I can efficiently use text features and search tools (e.g., glossary, index, and table of contents) to locate and retrieve information.

Editable
Version

Language Arts Common Core Checklist

Reading Literature

RL.3.1 I can ask and answer questions to show my understanding of a text, while using examples directly from the text. I can make inferences from what the text says and use evidence to support my inferences.

RL.3.2 I can determine the main idea and theme of a text. I can summarize key details and ideas.

RL.3.3 I can analyze how and why people, events, and ideas develop and interact in a text.

RL.3.4 I can understand words and phrases in a text, including technical terms, connotative meanings, and figurative meanings. I understand how word choice shapes tone.

RL.3.5 I can analyze the structure of texts. I understand how sentences, paragraphs, and larger portions of text relate to each other and the whole text.

RL.3.6 I can assess how point of view or purpose shapes the content and style of a text.

RL.3.7 I can explain how specific parts of a text's illustrations contribute to the meaning of words in a story.

RL.3.8 I can analyze two or more texts that have similar themes or topics to build knowledge or to compare the approaches the authors take.

RL.3.9 I can read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.

FL B.E.S.T.
Version

Language Arts FL BEST Checklist

Reading Prose & Poetry

ELA.3.RI.1 I can explain how one or more characters develop throughout the plot in a literary text.

ELA.3.RI.2 I can explain a theme and how it develops, using details, in a literary text.

ELA.3.RI.3 I can explain different characters' perspectives in a literary text.

ELA.3.RI.4 I can identify types of poems: free verse, rhymed verse, haiku, and limerick.

... and identify
... in texts.

... details

... in an

... author uses

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CCSS
Version

Name

Date:

Version _____ Date: _____
Language Arts Common Core Checklist

	Assessment 1	Assessment 2	Assessment 3
Reading			
Writing			
Speaking and Listening			
Language			



Version

Language Arts Common Core Checklist

Name: _____

Reading Informational Text Standard

	Assessment 1	Assessment 2	Assessment 3	Assessment 4
L.1.1 I can ask and answer questions to show my understanding of a text, while using examples directly from the text. I can make inferences from what the text says and use evidence to support my inferences.				
L.1.2 I can determine the main ideas and themes of a text. I can summarize key details, determine important ideas or themes in a text and summarize key details.				

Name: _____

Reading Informational Text Standard

I can ask and answer questions to show my understanding of a text, while using examples directly from the text. I can make inferences from what the text says and use evidence to support my inferences.

I can determine the main ideas and themes of a text. I can summarize key details, determine important ideas or themes in a text and summarize key details.

I can determine the relationship between a series of historical events, or scientific procedures/ experiments, or a text, using language that refers to the

Name: _____

Reading Prose & Poetry
Standard

Language Arts

FL B.E.S.T. Version

Language Arts

Standard

	Assessment 1	Assessment 2	Assessment 3	Assessment 4
ELA3RI1 I can explain how one or more characters develop throughout the plot in a literary text.				
ELA3RI2 I can explain a theme and how it develops, using details, in a literary text				
ELA3RI3 I can explain different characters' perspectives in a literary text.				
ELA3RI4 I can identify types of poems : free verse, rhymed verse, haiku, and limerick.				

Editable Version

**FL B.E.S.T.
Version**



**Editable
Version**

Name: _____

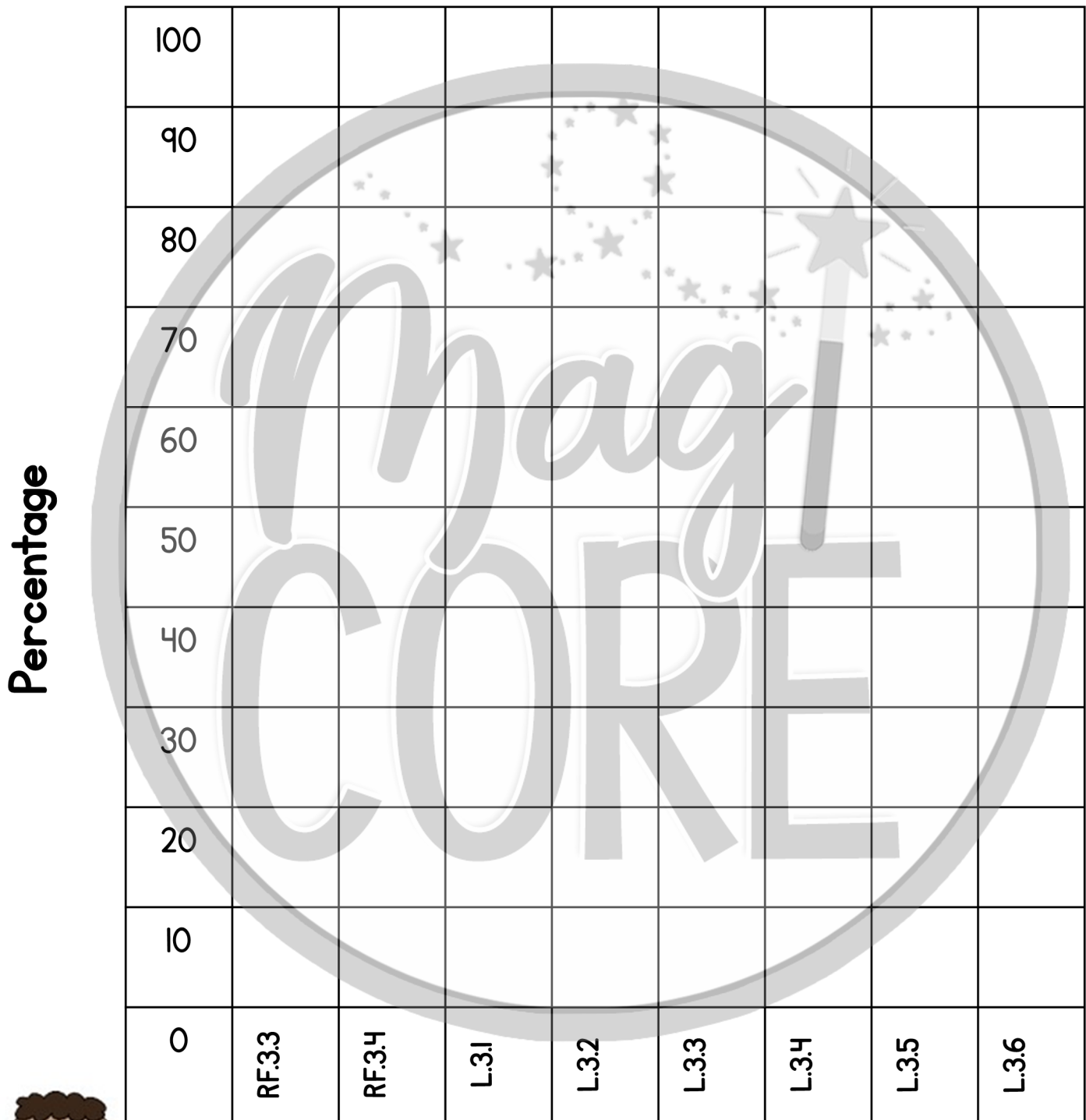
Name: _____ Language _____
Reading Literature _____
Standard _____

Standard	Assessment 1	Assessment 2	Assessment 3	Assessment 4
RI.3.1 I can ask and answer questions to show my understanding of a text, while using examples directly from the text. I can make inferences from what the text says and use evidence to support my inferences.				
RI.3.2 I can determine the main idea and theme of a text. I can summarize key details and ideas.				
RI.3.3 I can analyze how and why people, events, and ideas develop and interact in a text.				
RI.3.4 I can understand words and phrases in a text including technical terms, conative meanings, and figurative meanings. I understand how word choice shapes tone.				
RI.3.5 I can analyze the structure of texts. I understand how sentences, paragraphs, and longer portions of text relate to each other and the whole text.				
RI.3.6 I can assess how point of view or purpose shapes the content and style of text.				
RI.3.7 I can explain how specific parts of a text's illustrations contribute to the meaning of words in a story.				
RI.3.9 I can analyze two or more texts that have similar themes or topics to build knowledge or to compare the approaches the authors take.				
RI.3.10 I can read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.				

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Name: _____ Date: _____

Reading Foundational Skills & Language Assessments

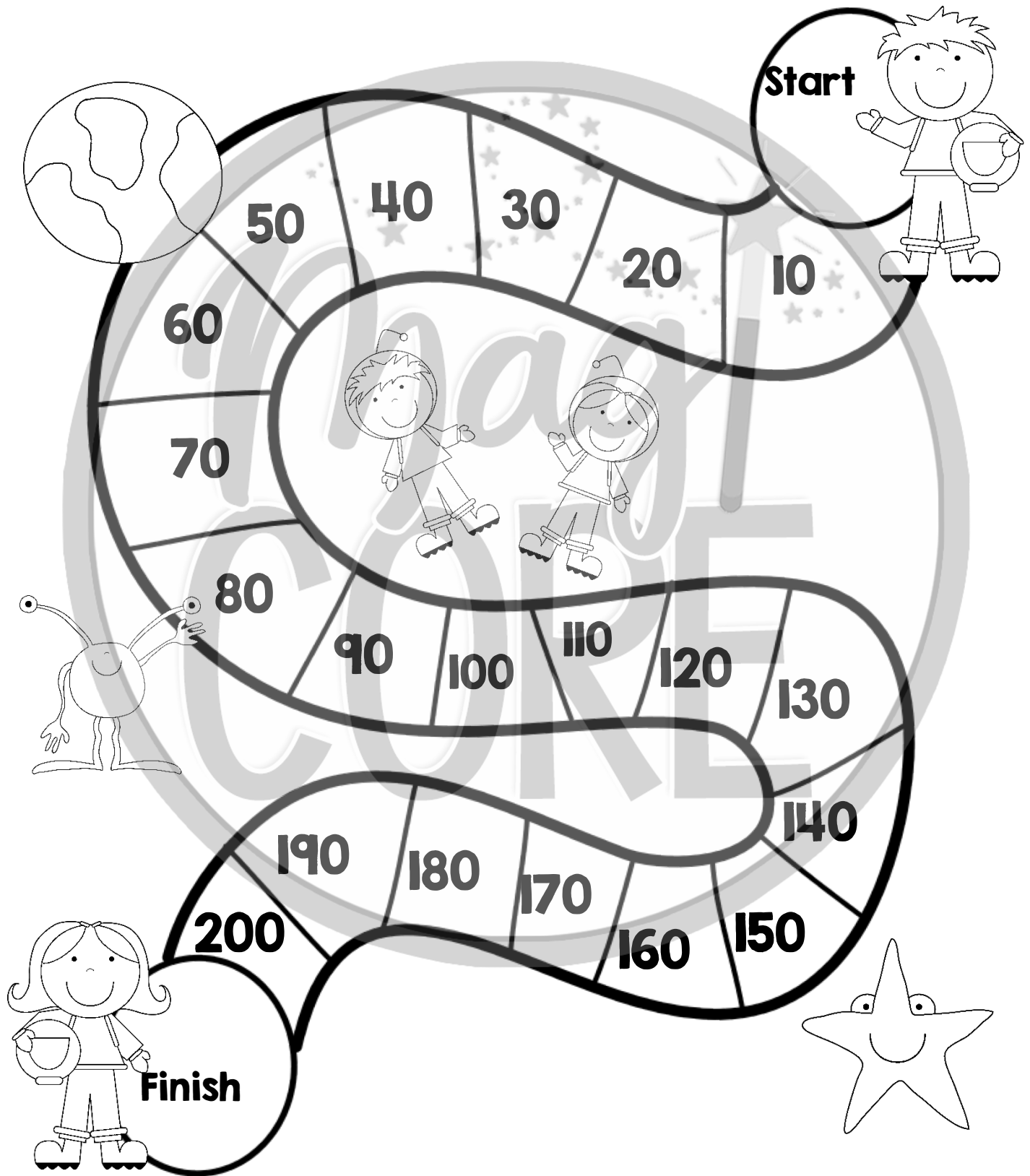


Skills and Language Standards

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: _____

3rd 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

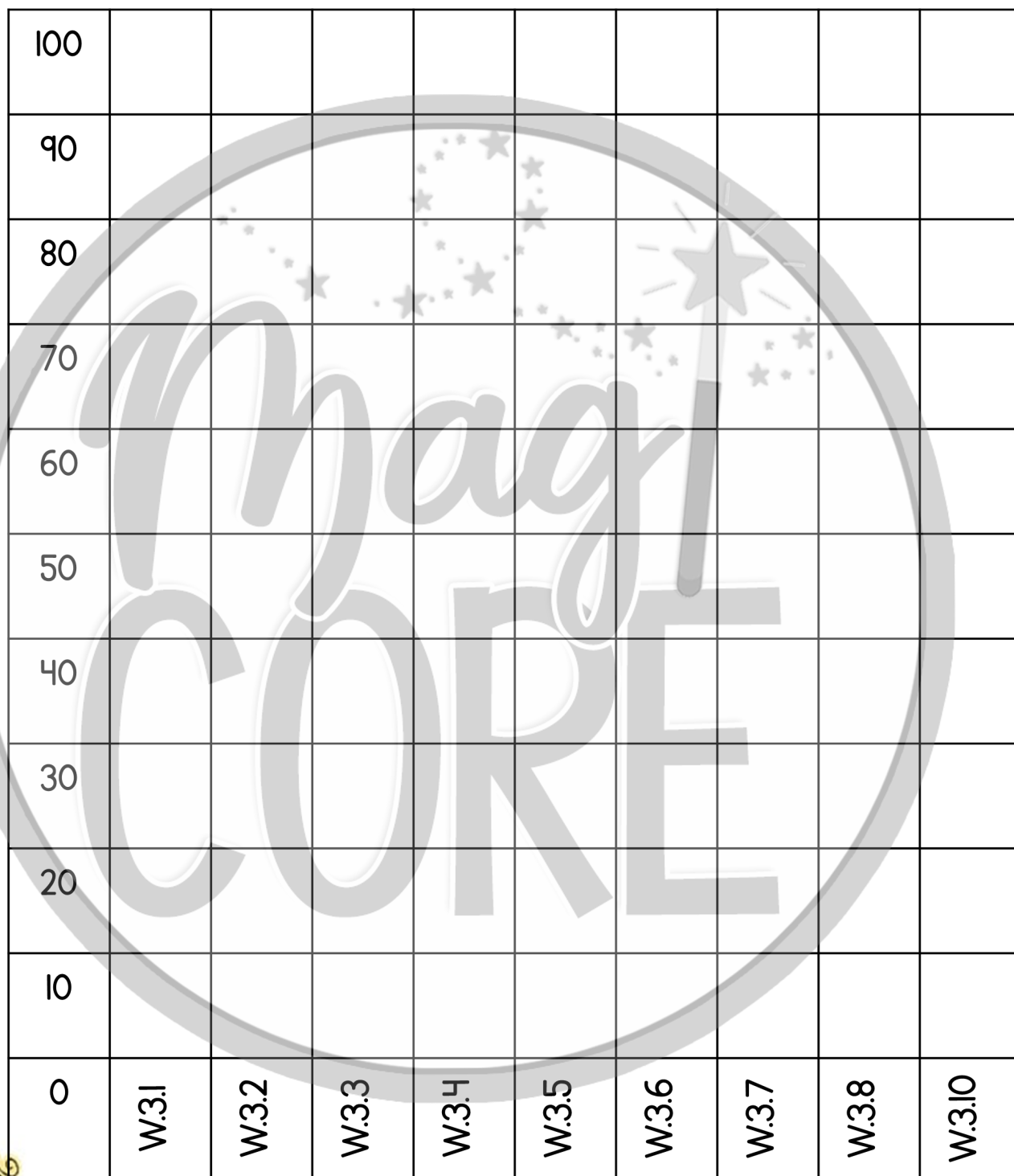
Authors write a variety of texts. I can write:
(color the writing pieces you have completed)



Name: _____ Date: _____

Writing Assessment Graph

Percentage



Writing Standards

Name: _____ Date: _____

Narrative Writing Teaching & Learning Rubric

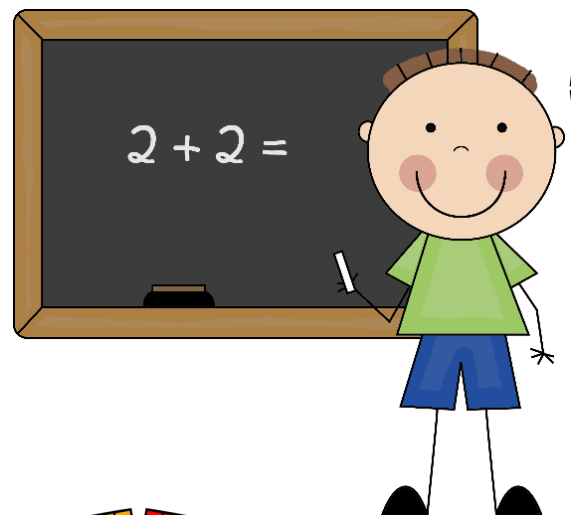
W.3.3- I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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 organize an event sequence that unfolds naturally.	
I can write a story with a beginning that grabs my reader's interest.	
I can write a story with an ending that leaves my reader satisfied.	
I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	
I can write with effective temporal words and phrases and good vocabulary choice.	
I can write with proper punctuation , spelling , and grammar .	

Math

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



Name: _____ Date: _____

3rd 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:

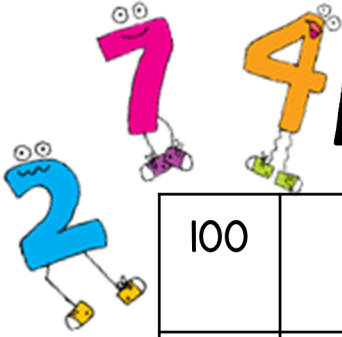
Math Strategies

One standard I need to practice is

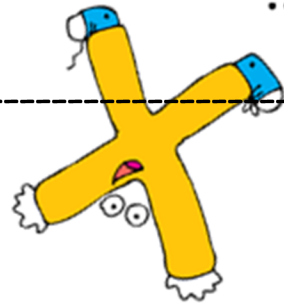
To meet my goal I will (Check)

- ☐ 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

Date: _____



3.OA.A.1 I can interpret products of whole numbers.

3.OA.A.2 I can interpret whole-number quotients of whole numbers.

3.OA.A.3 I can use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.A.4 I can determine the unknown whole number in a multiplication or division equation relating three whole numbers.

3.OA.B.5 I can apply properties of operations as strategies to multiply and divide.

**Editable
Version**

Name: _____

Math Common Core Checklist



3.OA.A.1 I can interpret products of whole numbers.

3.OA.A.2 I can interpret whole-number quotients of whole numbers.

3.OA.A.3 I can use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.A.4 I can determine the unknown whole number in a multiplication or division equation relating three whole numbers.

3.OA.B.5 I can apply properties of operations as strategies to multiply and divide.

- Commutative property of multiplication.
 - Associative property of multiplication.
 - Distributive property of multiplication.
- (Students need not use formal terms.)

3.OA.B.6 I can understand division as an unknown-factor problem.

3.OA.C.7 I can fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, I know from memory all products of two one-digit numbers.

3.OA.D.8 I can solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. I can assess the reasonableness of answers using mental computation and estimation strategies including rounding.

3.OA.D.9 I can identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

FL B.E.S.T. Version

Name: _____

Math FL BEST Checklist

MA.3.NSO.1.1 I can read and write numbers from 0 to 10,000 using standard form, expanded form and word form.

MA.3.NSO.1.2 I can...

use four-digit numbers in multiple ways using

represent each composition or decomposition using

whole numbers up to 10,000.

0 to 1,000 to the nearest 10 or 100.

whole numbers including using a standard

whole numbers with products from 0 to 144,

a multiple of 10, up to 90, or a

2 and divide using related facts

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CCSS Version

Mathematics Common Core Checklist

Date: _____



Operations & Algebraic Thinking Standard

Name: _____

Assessment 1

Assessment 2

Assessment 3

Assessment 4

3.OA.A.1 I can interpret products of whole numbers.

3.OA.A.2 I can interpret whole-number quotients of whole numbers.

3.OA.A.3 I can use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.A.4 I can determine the unknown whole number in a multiplication or division equation relating three whole numbers.

3.OA.A.5 I can apply properties of operations to multiply and divide.

- Commutative property of multiplication
- Associative property of multiplication
- Distributive property of multiplication over addition
- (Students need not use formal terms)

3.OA.A.6 I can use mental computation and estimation strategies to multiply and divide.

3.OA.A.7 I can fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, I know from memory all products of two one-digit numbers.

3

Number Sense & Operations Standard

Mathematics FL BEST Checklist

Date: _____

MA.3.NSO.1.1 I can read and write numbers from 0 to 10,000 using standard form, expanded form and word form.

MA.3.NSO.1.2 I can compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.

MA.3.NSO.1.3 I can plot, order and compare whole numbers up to 10,000.

MA.3.NSO.1.4 I can round whole numbers up to 10,000.

MA.3.NSO.2.1 I can use the standard algorithm to multiply and divide.

MA.3.NSO.2.2 I can use the standard algorithm to multiply and divide.

MA.3.NSO.2.3 I can use the standard algorithm to multiply and divide.

Assessment 1

Assessment 2

Assessment 3

Assessment 4

Editable
Version

Date: _____



Mathematics Common Core Checklist

Name: _____

Operations & Algebraic Thinking Standard

3.OA.A.1 I can interpret products of whole numbers.

3.OA.A.2 I can interpret whole-number quotients of whole numbers.

3.OA.A.3 I can use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.A.4 I can determine the unknown whole number in a multiplication or division equation relating three whole numbers.

3.OA.A.5 I can apply properties of operations to multiply and divide.

- Commutative property of multiplication
- Associative property of multiplication
- Distributive property of multiplication over addition
- (Students need not use formal terms)

3.OA.A.6 I can use mental computation and estimation strategies to multiply and divide.

3.OA.A.7 I can fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, I know from memory all products of two one-digit numbers.

3.OA.A.8 I can solve two-step word problems using the four operations. I can represent the relationship between multiplication and division or properties of operations. By the end of Grade 3, I know from memory all products of two one-digit numbers.

Assessment 1

Assessment 2

Assessment 3

Assessment 4

Science

- Goals
- Conference Notes



Name: _____ Date: _____

3rd 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)

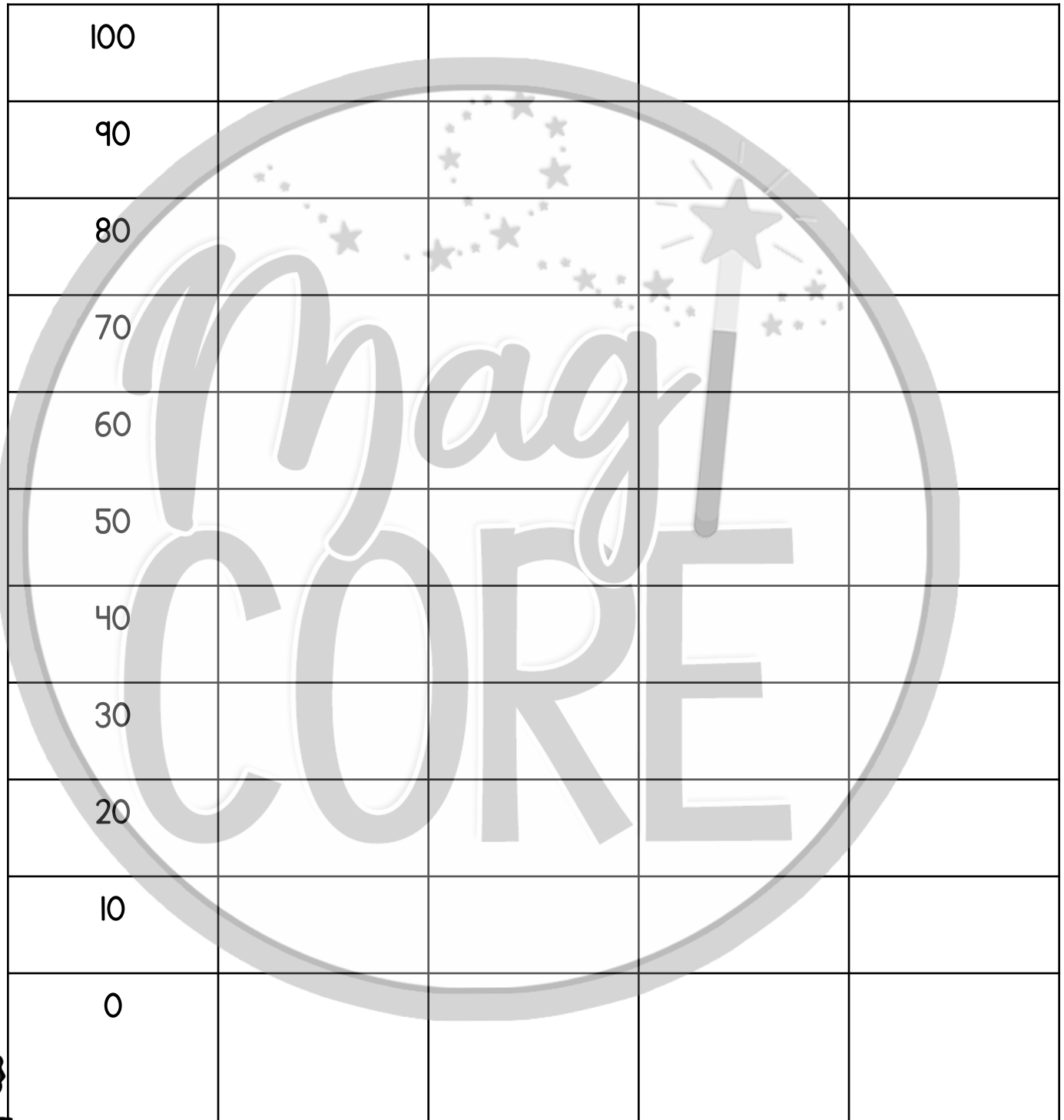
- ☐ read non-fiction books on this topic.
- ☐ complete science experiments at home and at school.
- ☐ study vocabulary related to this topic.



Name: _____ Date: _____

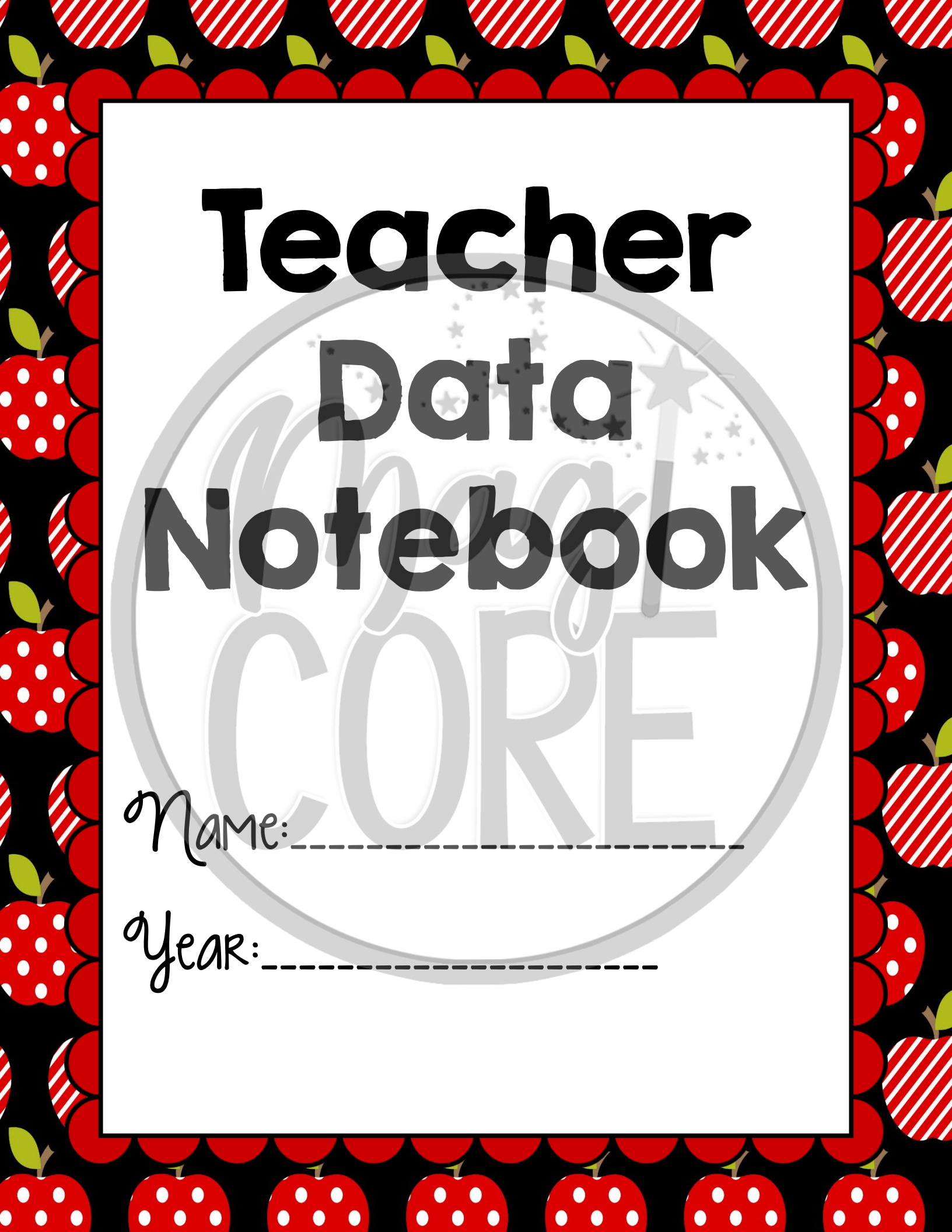
Science

Percentage



Standard





Teacher Data Notebook

Common Core


Name: _____

Year: _____



Teacher Data Notebook

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 8. Reading Level, WPM, Stamina Class Profile Graphs
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 12. Class Profile Graphs for each CC Standard
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- 
- 

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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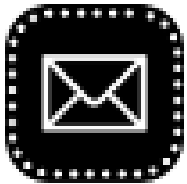
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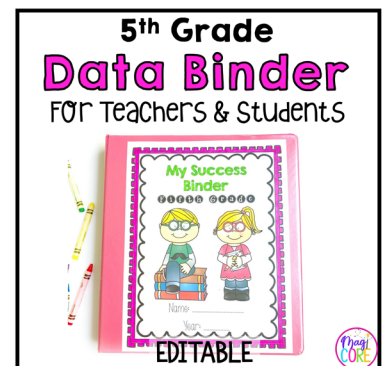
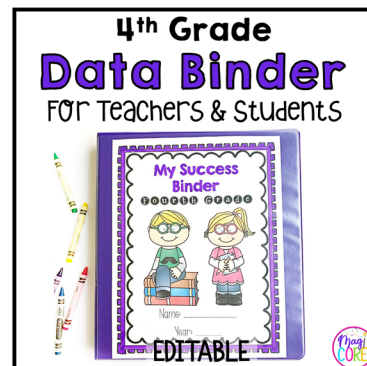
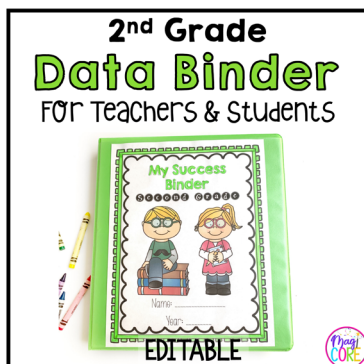
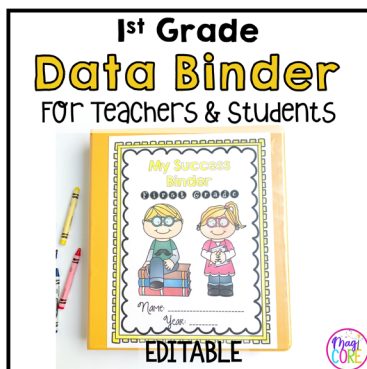


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