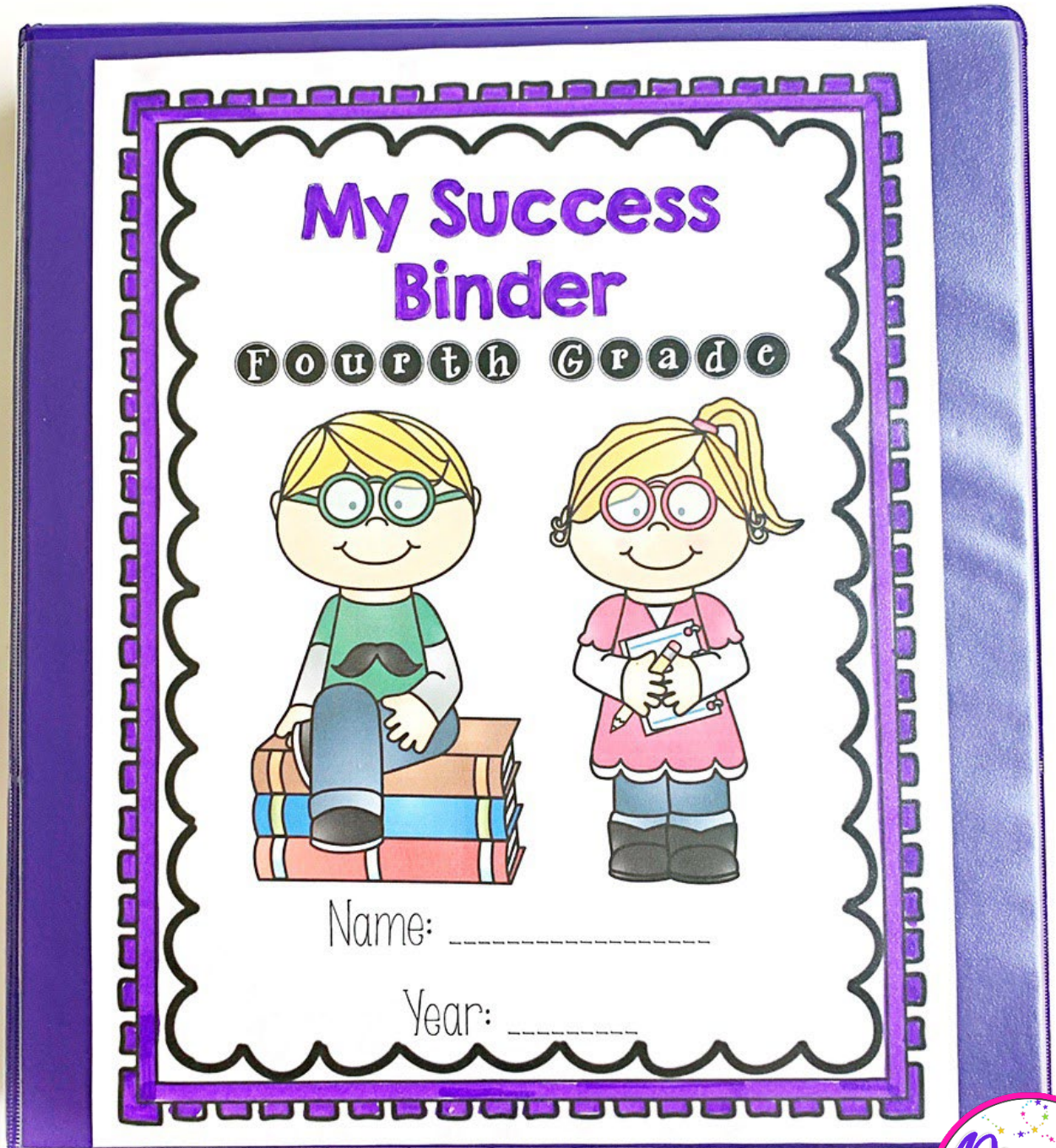


# 4<sup>th</sup> Grade Data Binder For Teachers & Students



EDITABLE



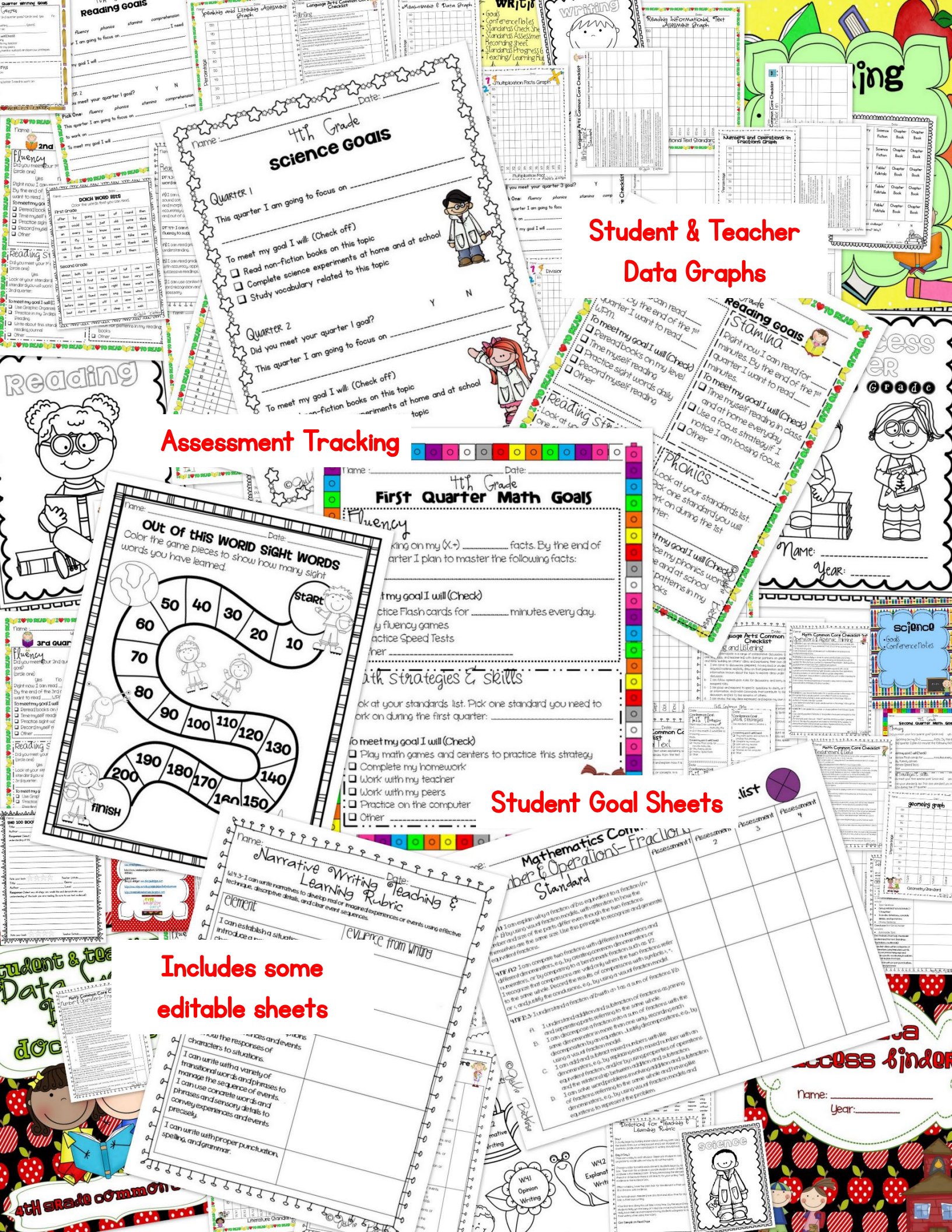












# Student & Teacher Data Graphs

## Assessment Tracking

## Student Goal Sheets

## Includes some editable sheets



# My Success Binder

**fourth Grade**



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

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



# Reading

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





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

4th 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.4.1: I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2: I can determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3: I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.4: I can determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- RL.4.5: I can explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Editable  
Version

FL B.E.S.T.  
Version

### Reading Prose & Poetry

- ELA.4.RI.1: I can explain how setting, events, conflict, and character development contribute to the **plot** in a literary text.
- ELA.4.RI.2: I can explain a stated or implied **theme** and how it develops, using details, in a literary text.
- ELA.4.RI.3: I can identify the narrator's **point of view** and explain the difference between a narrator's point of view and character perspective in a literary text.
- ELA.4.RI.4: I can explain how rhyme and structure create meaning in a **poem**.

### Reading Informational Text

and identify the texts.

implied or

informational text.

used to

©Julie Becker

## Language Arts Common Core Checklist

### Reading Literature

- RL.4.1: I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2: I can determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3: I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.4: I can determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- RL.4.5: I can explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL.4.6: I can compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.4.7: I can make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL.4.9: I can compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RL.4.10: By the end of the year, I can read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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# CCSS Version

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

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



## Language Arts Common Core Checklist

### Speaking and Listening Standard

SL.4.1 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 information, and 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.4.2 I can paraphrase portions of a text read aloud and formats, including visually, quantitatively, and orally.

SL.4.3 I can identify the reasons and evidence a speaker provides to support particular points and the use of evidence.

SL.4.4 I can report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5 I can add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6 I can differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### Reading Prose & Poetry Standard

ELA.4.R.1 I can explain how setting, events, conflict and character development contribute to the **plot** in a literary text.

ELA.4.R.2 I can explain a stated or implied **theme** and how it develops, using details, in a literary text.

ELA.4.R.3 I can identify the narrator's **point of view** and explain the difference between a narrator's point of view and character perspective in a literary text.

ELA.4.R.4 I can explain how rhyme and structure contribute to the meaning of a poem.

### Language Arts

Assessment 1

Assessment 2

Assessment 3

Assessment 4



# Editable Version

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

### Language Arts

### Speaking and Listening Standard

SL.4.1 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 information, and 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.

SL.4.2 I can paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. I can evaluate information presented in diverse media.

SL.4.3 I can identify the reasons and evidence a speaker provides to support particular points and the use of evidence.

SL.4.4 I can report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5 I can add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6 I can differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Assessment 1

Assessment 2

Assessment 3

Assessment 4



Assessment 2

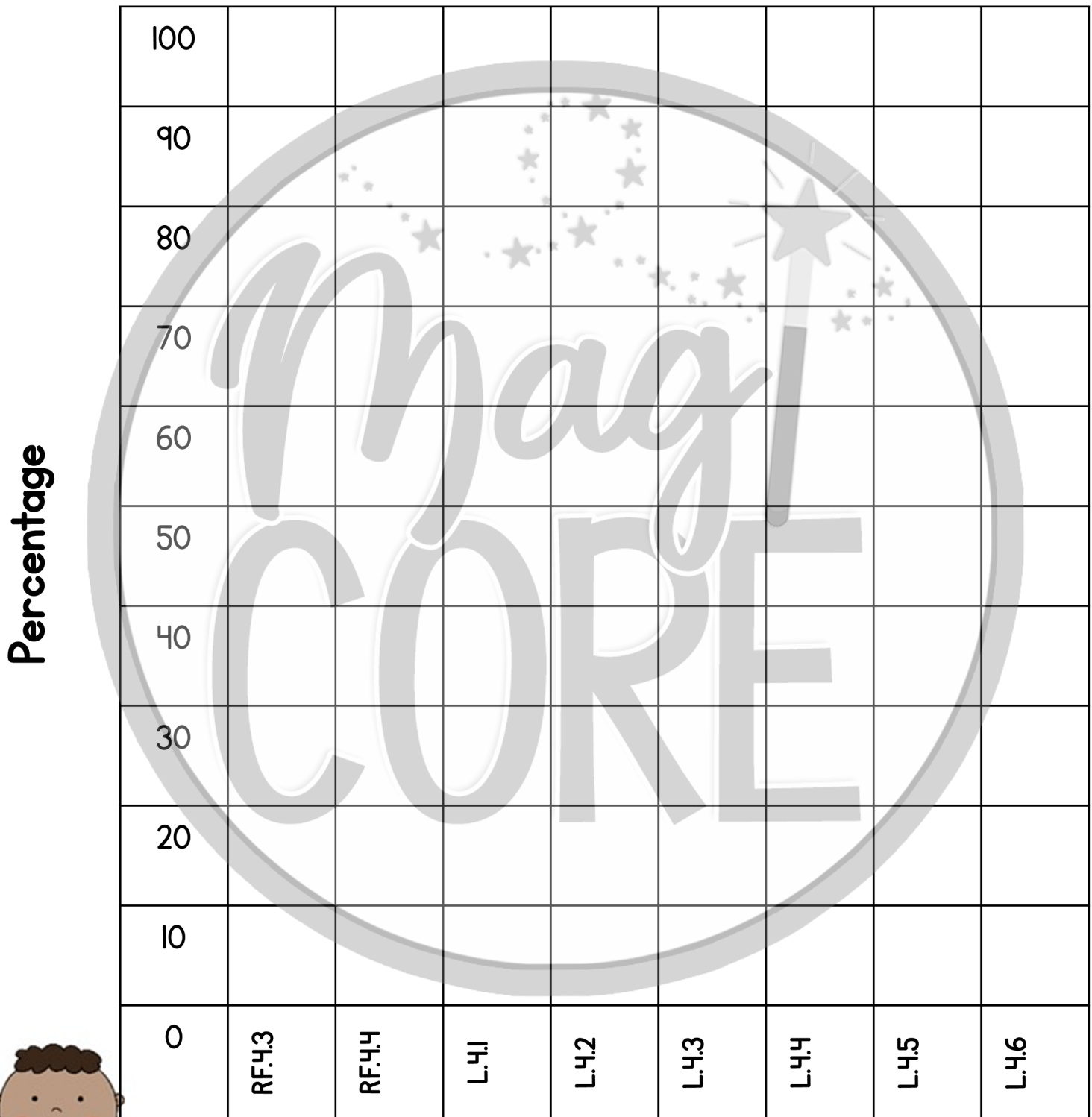
Assessment 3

Assessment 4



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

# Reading Foundational Skills & Language Assessments



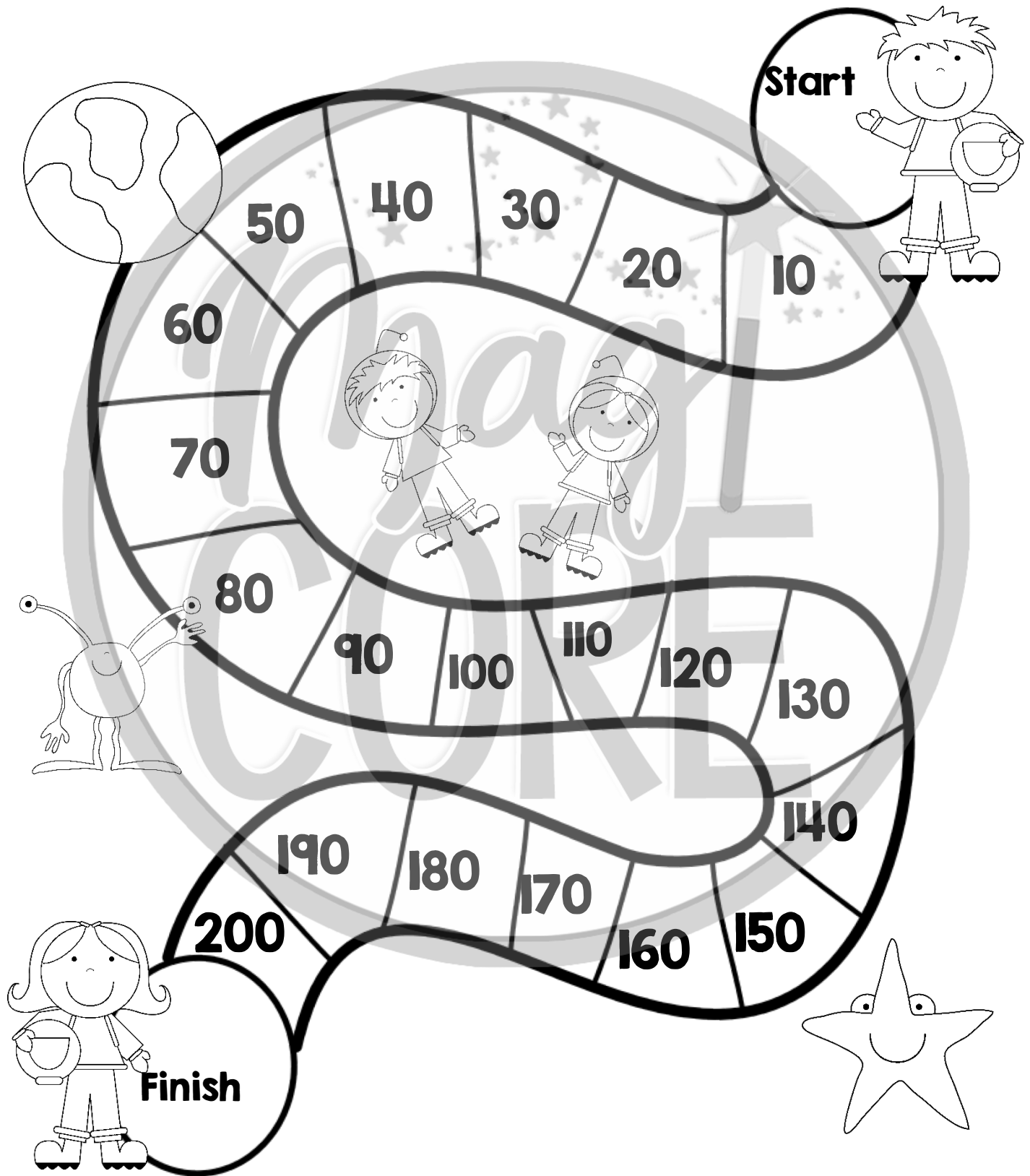
**Skills and Language Standards**



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: \_\_\_\_\_

4th 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)

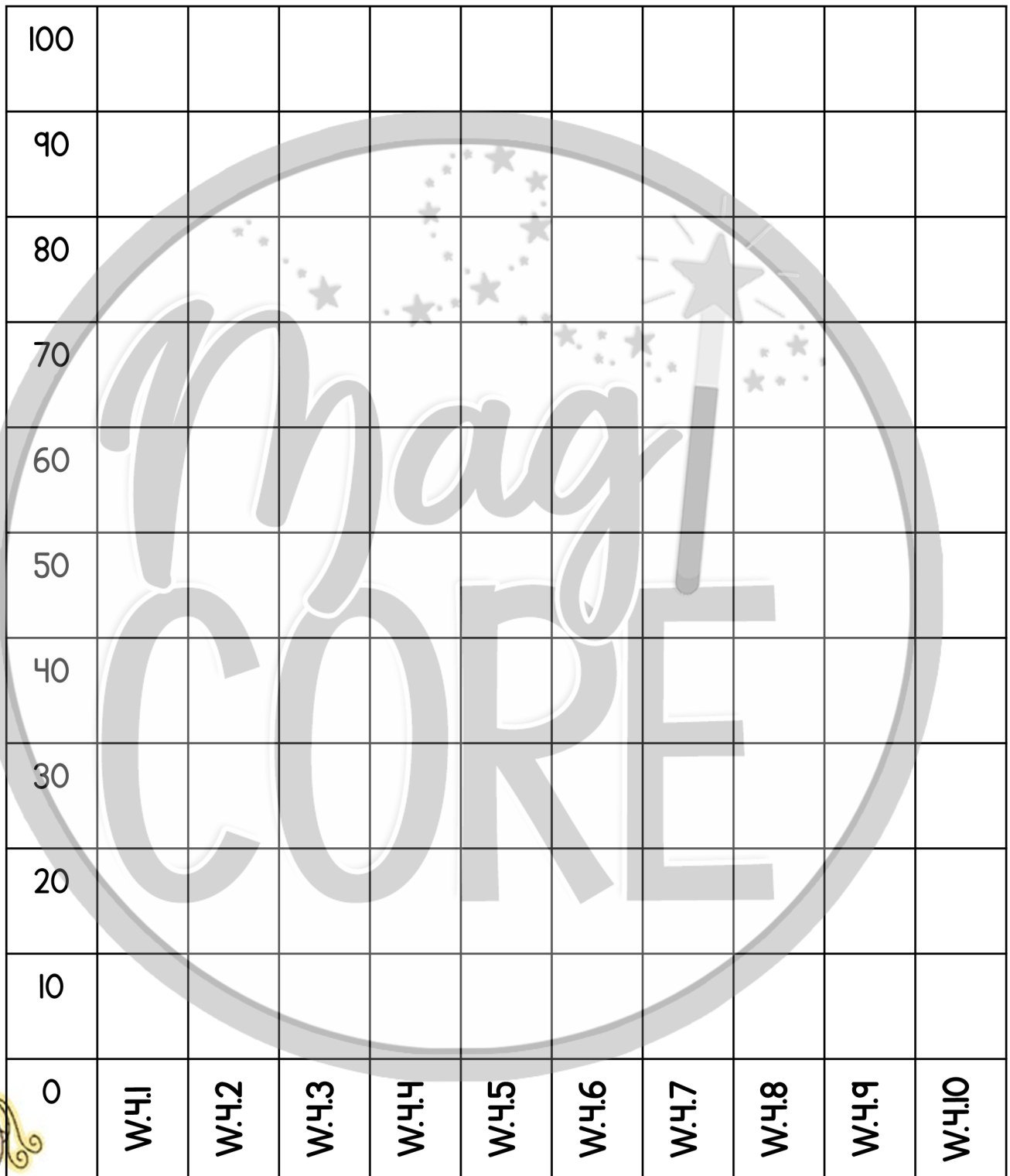




Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Writing Assessment Graph

Percentage



Writing Standards

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

# Narrative Writing Teaching & Learning Rubric

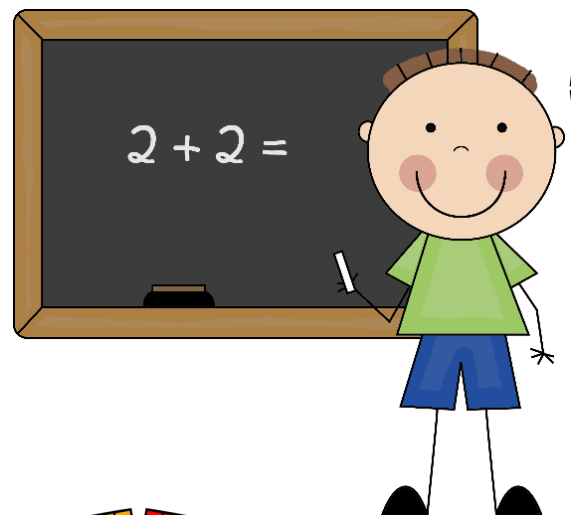
W.4.3- I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Element	Evidence from Writing
I can <b>establish a situation</b> and introduce a narrator and/or characters; <b>organize an event sequence</b> that unfolds naturally.	
I can write a story with an <b>ending</b> that follows from the narrated experiences or events.	
I can use <b>dialogue and descriptions</b> to develop experiences and events or show the responses of characters to situations.	
I can write with a variety of <b>transitional words</b> and phrases to manage the sequence of events. I can use <b>concrete words</b> and phrases and <b>sensory details</b> to convey experiences and events precisely.	
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: \_\_\_\_\_

4th Grade

# First Quarter Math Goals

## Fluency

I am working on my ( $\times, \div$ ) \_\_\_\_\_ 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 \_\_\_\_\_





# 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:**

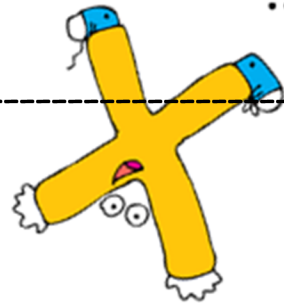
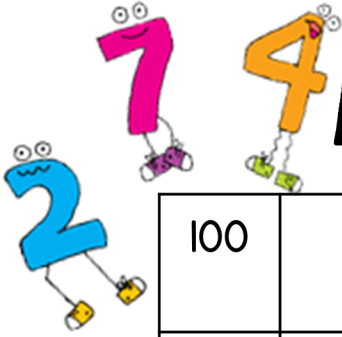
## Math Strategies

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

4.OA.A.1: I can use interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.  
I can represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.A.2: I can multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

4.OA.A.3: I can solve multistep word problems posed with whole number answers using the four operations, including problems in which remainders must be interpreted. I can 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.

Editable  
Version

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

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

## Math Common Core Checklist Operations & Algebraic Thinking

4.OA.A.1: I can use interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.  
I can represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.A.2: I can multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

4.OA.A.3: I can solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. I can 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.

4.OA.B.4: I can find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. I can determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. I can determine whether a given whole number in the range 1-100 is prime or composite.

4.OA.C.5: I can generate a number or shape pattern that follows a given rule.  
I can identify apparent features of the pattern that were not explicit in the rule itself.  
(For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.)



FL B.E.S.T.  
Version

## Math FL BEST Checklist Number Sense & Operations

MA.4.NSO.1: I can express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.

MA.4.NSO.2: I can read and write whole numbers from 0 to 1,000,000 using numerals.

MA.4.NSO.3: I can compare multi-digit whole numbers up to 1,000,000.

MA.4.NSO.4: I can round whole numbers up to the nearest 10, 100 or 1,000.

MA.4.NSO.5: I can add and subtract whole numbers up to the hundredths.

MA.4.NSO.6: I can multiply whole numbers up to 12 and related division.

MA.4.NSO.7: I can divide three digits by up to two digits.

MA.4.NSO.8: I can divide three digits by up to two digits, including using a remainder.

MA.4.NSO.9: I can multiply a one-digit whole number by a one-digit whole number.

MA.4.NSO.10: I can divide multi-digit whole numbers.

MA.4.NSO.11: I can add and subtract one-tenth less, one-tenth more.

MA.4.NSO.12: I can multiply and divide whole numbers with





# CCSS Version

## Mathematics Common Core Checklist

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

### Number & Operations in Base Ten

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

	Assessment 1	Assessment 2	Assessment 3	Assessment 4

# FL B.E.S.T. Version

4.NBT.A.1: I can recognize that in a multi-digit whole number represents ten times what it represents in the place to its left.

4.NBT.A.2: I can read and write multi-digit whole numbers in standard form, expanded form, and number names. I can compare the meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols.

4.NBT.A.3: I can use place value understanding to round multi-digit whole numbers to any place.

4.NBT.B.4: I can fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.NBT.B.5: I can multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. I can illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.B.6: I can find whole-number quotients and remainders with up to four-digit dividends, using strategies based on place value, the properties of multiplication and division, and/or area models.

# Editable Version

## Mathematics Common Core Checklist

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

### Number & Operations in Base Ten

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

	Assessment 1	Assessment 2	Assessment 3	Assessment 4

4.NBT.A.1: I can recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

4.NBT.A.2: I can read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. I can compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

4.NBT.A.3: I can use place value understanding to round multi-digit whole numbers to any place.

4.NBT.B.4: I can fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.NBT.B.5: I can multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. I can illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.B.6: I can find whole-number quotients and remainders with up to four-digit dividends, using strategies based on place value, the properties of multiplication and division, and/or area models.

# Science

- Goals
- Conference Notes



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

# 4th 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.

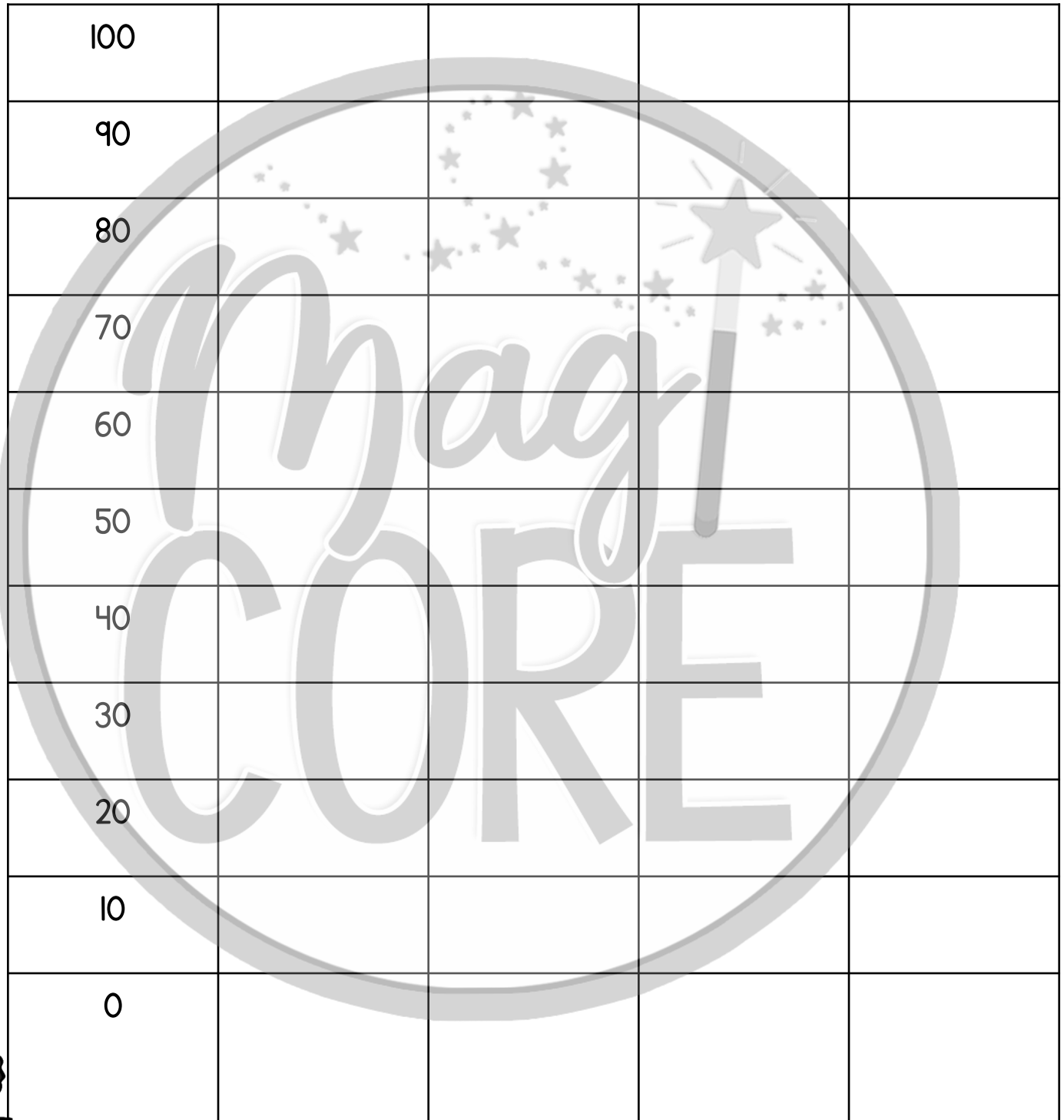




Name: \_\_\_\_\_ Date: \_\_\_\_\_

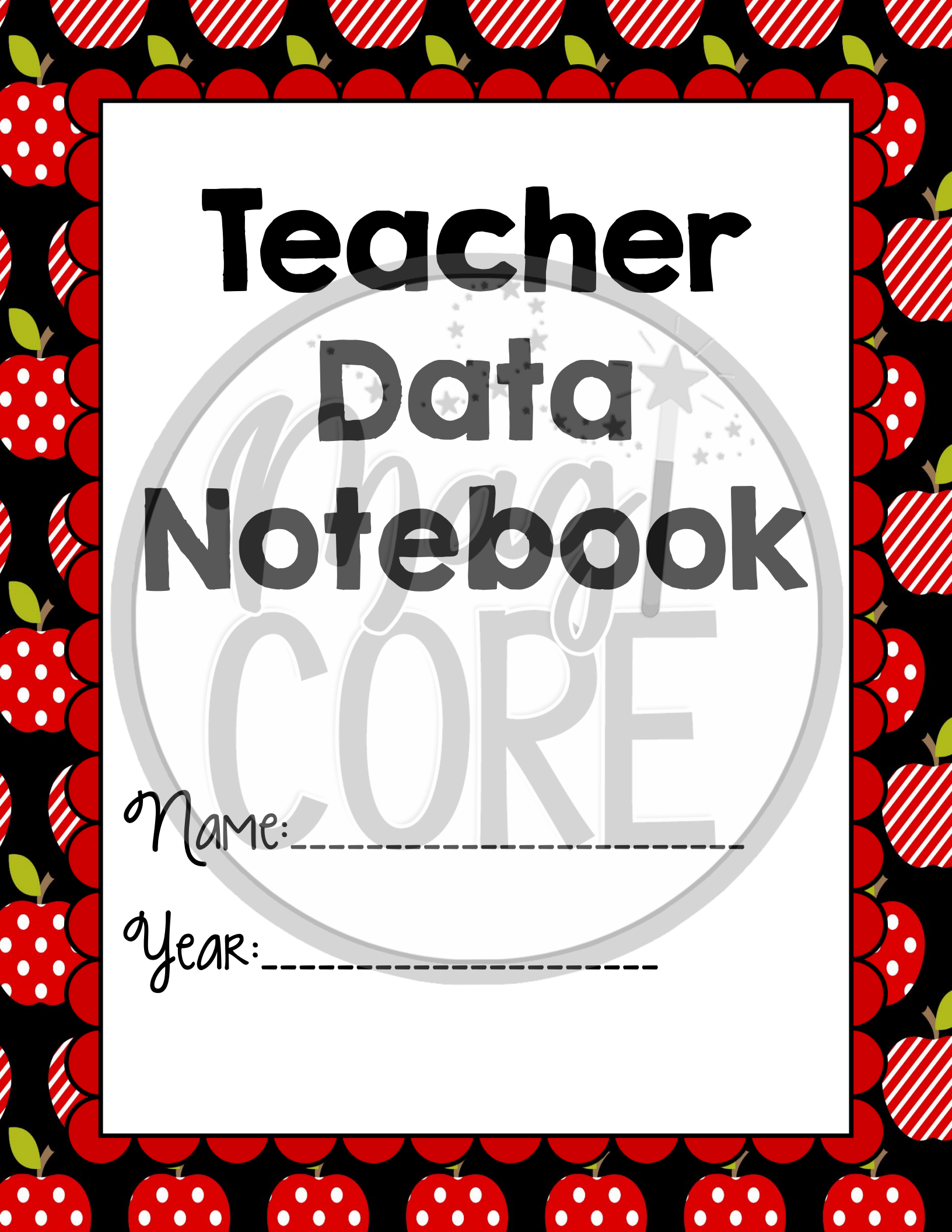
# Science

Percentage



Standard





# Teacher Data Notebook

*Common Core*



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

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



# Teacher Data Notebook

## Table of Contents

1. 2021-2022 Conference Calendar for 12 months
  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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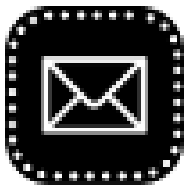
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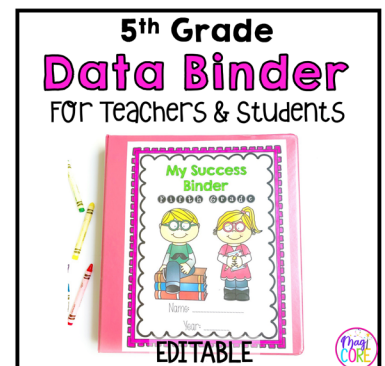
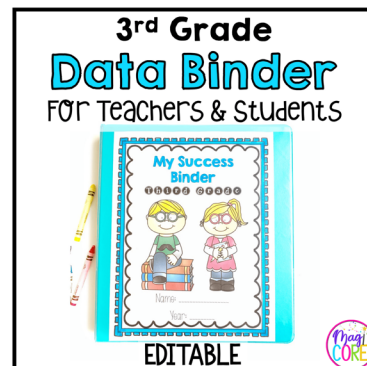
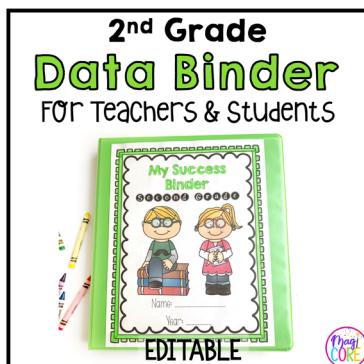
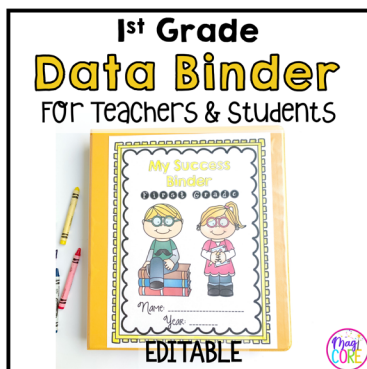


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