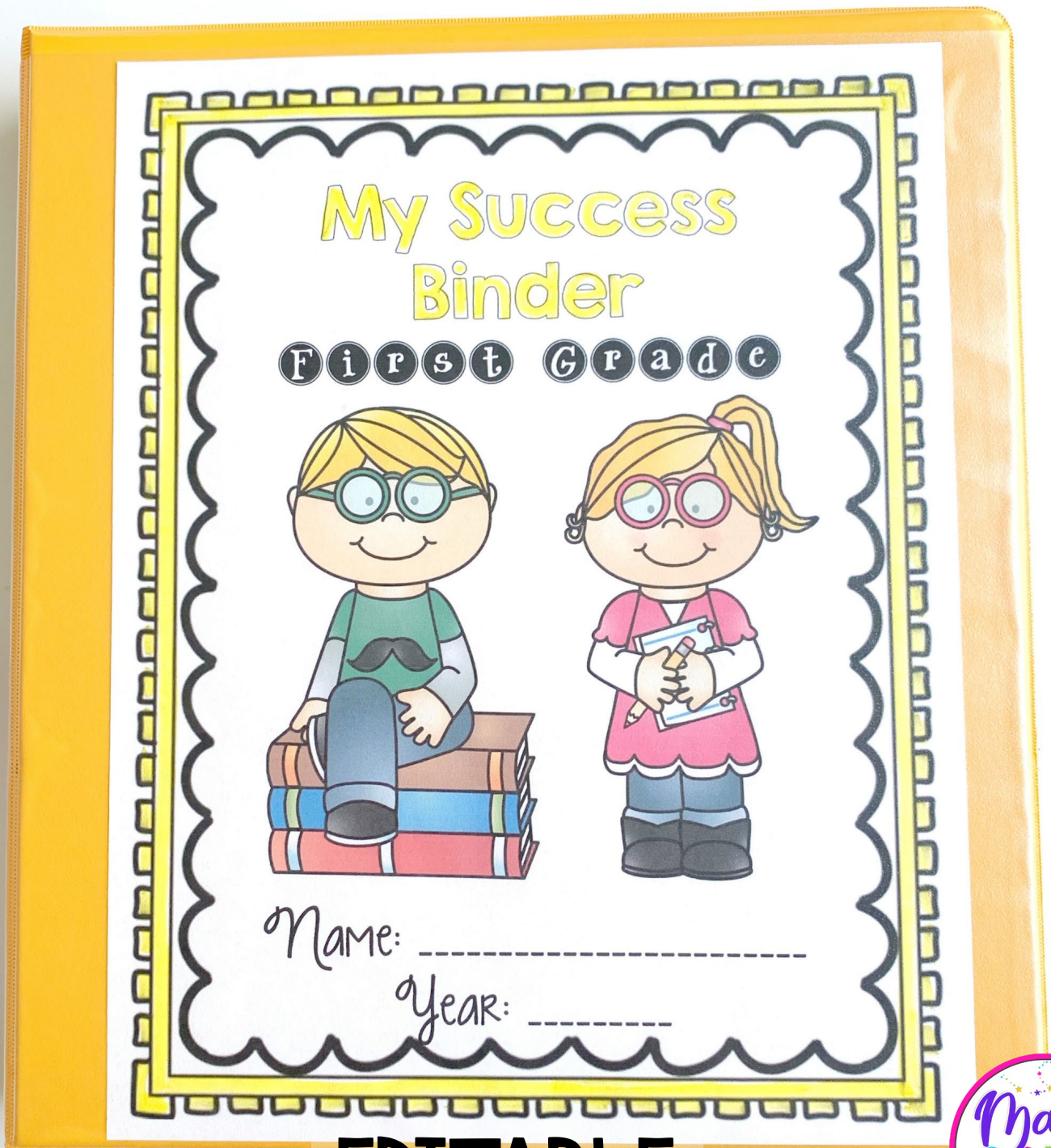


1st Grade Data Binder For Teachers & Students



EDITABLE





Editing Instructions

To maintain the formatting and look of the text, you will need to download and install the following free fonts on TpT:

[KG Second Chances Font](#)

[KG Primary Penmanship](#)

[KG Why You Gotta Be So Mean](#)

[KG Somebody That I Used to Know](#)

[KG Strawberry Limeade](#)

[KG Wake Me Up](#)



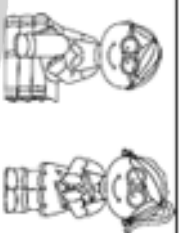
My Data Success Binder

Name: _____

Year: _____

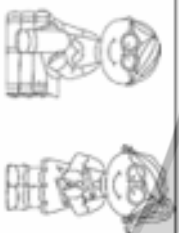


My Success Binder



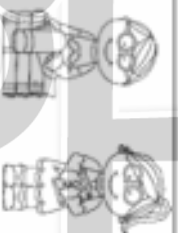
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My Success Binder



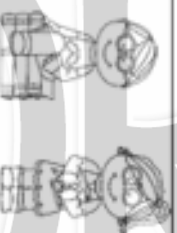
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My Success Binder



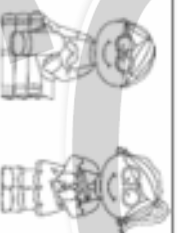
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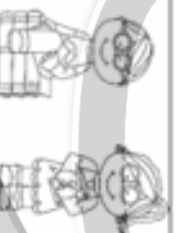
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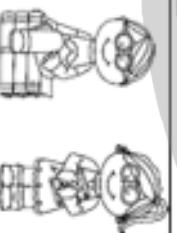
Name: _____

My Success Binder



Name: _____

My Success Binder



Name: _____

My Success Binder

F i r s t G r a d e



Name: _____

Year: _____

Reading

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



Reading





1st 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

Name: _____ Date: _____

Language Arts Common Core Checklist

Reading Literature



RL.1: I can ask and answer questions about details in a text. I can determine what the text says explicitly and make inferences from it using text evidence.

RL.2: I can retell stories, including key details, and show my understanding of the message or lesson.

settings, and major events in a story, using key details.

ies in stories or poems that show feelings or appeal to the
nd phrases as they are used in a text (technical,
and determine how word choice shapes meaning or tone.

FL B.E.S.T.
version

Name: _____ Date: _____

Language Arts FL BEST Checklist

Reading Foundational Skills



ELAIF1: I can locate the title, table of contents, names of author(s) and illustrator(s) and glossary of books.

ELAIF2: Demonstrate phonological awareness.

A) I can segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends and trigraphs.

B) I can orally blend initial, medial, and final phonemes together to produce a single-syllab digraphs, blends, or trigraphs.

C) I can blend single-syllable spoken words with at least five phonemes.

D) I can segment single-syllable spoken words with at least five phonemes.

E) I can segment and blend phonemes in multi-syllable spoken words.

ELAIF3: Use knowledge of grade-appropriate phonics and word analysis skills to decode

A) I can decode words using knowledge of spelling-sound correspondences for common c trigraphs, and blends.

B) I can decode simple words with r-controlled vowels.

C) I can decode and encode regularly spelled one-syllable words.

D) I can decode words with inflectional endings.

E) I can decode two-syllable words with regular patterns by breaking the words into syll

F) I can decode words that use final -e and vowel teams to make long vowel sounds.

ELAIF4: Read grade-level texts with accuracy, automaticity, and appropriate prosody a

A) I can recognize and read with automaticity the grade-level sight words.

EDITABLE
version

Name: _____ Date: _____

Language Arts Common Core Checklist

Reading Literature



RL.1: I can ask and answer questions about details in a text. I can determine what the text says explicitly and make inferences from it using text evidence.

RL.2: I can retell stories, including key details, and show my understanding of the message or lesson.

RL.3: I can describe characters, settings, and major events in a story, using key details.

RL.4: I can find words and phrases in stories or poems that show feelings or appeal to the senses. I can understand words and phrases as they are used in a text (technical, connotative, figurative meanings) and determine how word choice shapes meaning or tone.

RL.5: I can explain the differences between books that tell stories and books that give information. I read a wide variety of text types. I can analyze the structure of texts and how specific sentences, paragraphs, and larger portions of text relate to each other and the whole.

RL.6: I can identify who is telling the story at different points in a text. I understand how point of view or purpose shapes the text.

RL.7: I can use illustrations and details in a story to describe its characters, setting, or events.

RL.9: I can compare and contrast the adventures and experiences of characters in stories. I can analyze how two or more texts have similar themes or topics in order to build compare the approaches the authors take.

RL.10: With help I can read prose and poetry of appropriate complexity for grade L.

CCSS version

Name: _____ Date: _____

Language Arts Common Core Checklist



Speaking and Listening Standard

	Assessment 1	Assessment 2	Assessment 3	Assessment 4
SL.1: I can participate in conversations with different partners about first grade topics and texts with peers and adults in small and large groups. a. I can follow rules for discussions and listen to others. b. I can add on to others' talk. c. I can ask for someone to explain and clarify topics and texts we are discussing.				
SL.12: I can ask and answer questions about key details in a text read aloud or information presented orally or through media.				
SL.13: I can ask and answer questions about what a speaker says to help me				

Name: _____ Date: _____

Language Arts FL BEST Checklist



Reading Prose & Poetry Standard

	Assessment 1	Assessment 2	Assessment 3	Assessment 4
ELA.1R.1: I can identify and describe the main story elements in a story. I can determine the setting, characters, and sequence of events.				
ELA.1R.2: I can identify and explain the moral of a story and understand that not every story has a moral.				
ELA.1R.3: I can explain who is telling the story using context clues. I can use the term " narrator " and determine if they are a character in the story or a speaker outside of the story.				
ELA.1R.4: I can identify stanzas and line breaks in poems				

FL B.E.S.T. version

Reading Informational Text Standard

	Assessment 1	Assessment 2	Assessment 3	Assessment 4
ELA.1R.2: I can use text features including titles, headings, and/or illustrations to demonstrate understanding of texts.				
ELA.1R.2: I can identify the topic of and relevant details in a				
ELA.1R.2: I can explain similarities and differences between ideas and words in an informational text. I can explain how the visual make sense of the topic. I can use Venn diagrams or t-charts				
ELA.1R.2: I can identify an author's opinion(s) about the topic				

Name: _____ Date: _____

Language Arts Common Core Checklist



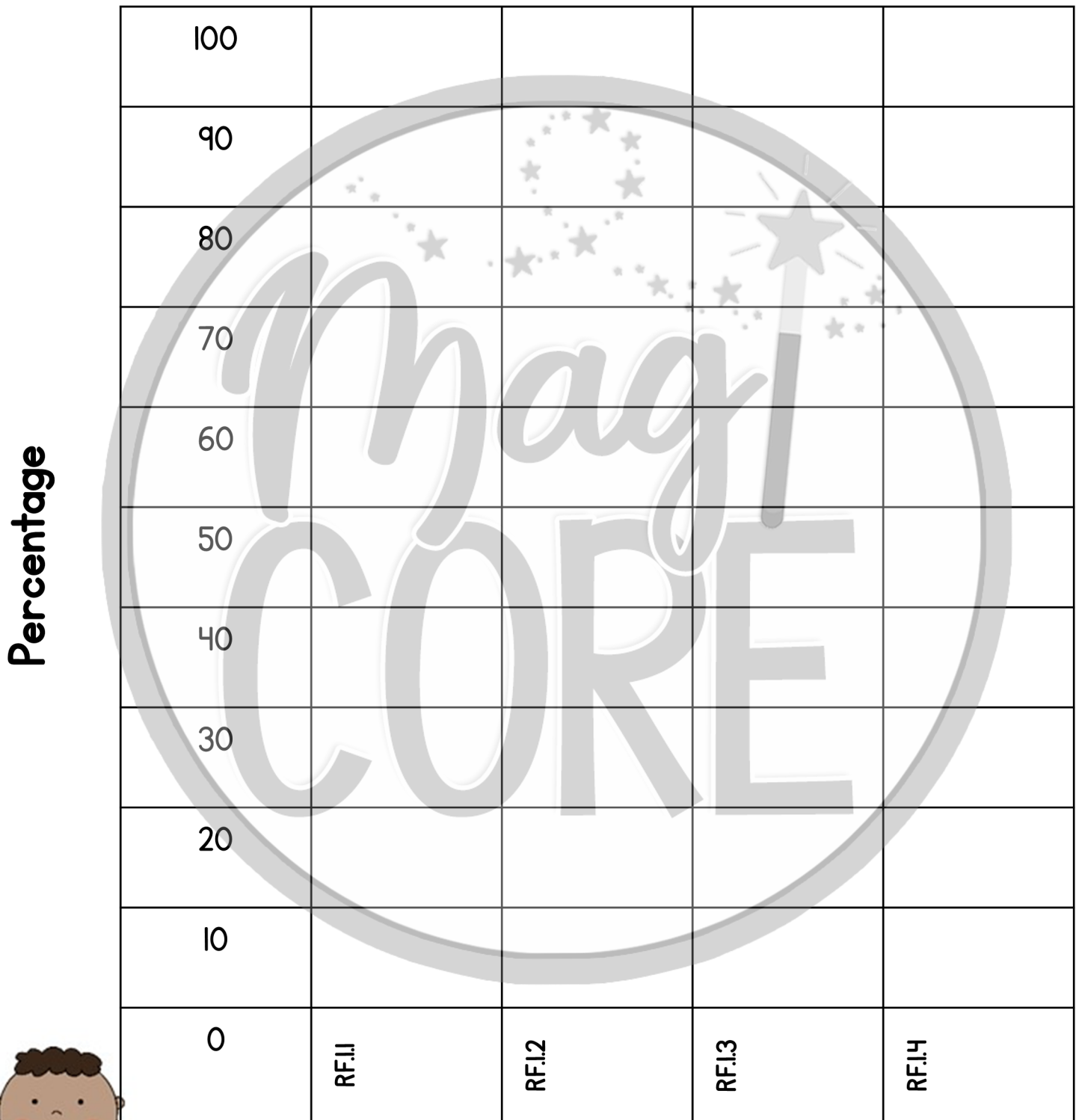
Speaking and Listening Standard

	Assessment 1	Assessment 2	Assessment 3	Assessment 4
SL.1: I can participate in conversations with different partners about first grade topics and texts with peers and adults in small and large groups. a. I can follow rules for discussions and listen to others. b. I can add on to others' talk. c. I can ask for someone to explain and clarify topics and texts we are discussing.				
SL.12: I can ask and answer questions about key details in a text read aloud or information presented orally or through media.				
SL.13: I can ask and answer questions about what a speaker says to help me understand or give me more information about a topic. I can judge a speaker's point of view, reasons, or evidence.				
SL.14: I can describe people, places, things, and events with details, expressing ideas clearly. I can share information and details in an organized				
SL.15: I can add drawings or other visuals to descriptions to clarify ideas, thoughts, and feelings. I can use technology to show information for a presentation.				
SL.16: I can speak in complete sentences when appropriate in order to answer a question or clarify my thinking.				

EDITABLE version

Name: _____ Date: _____

Reading Foundational Skills & Language Assessments

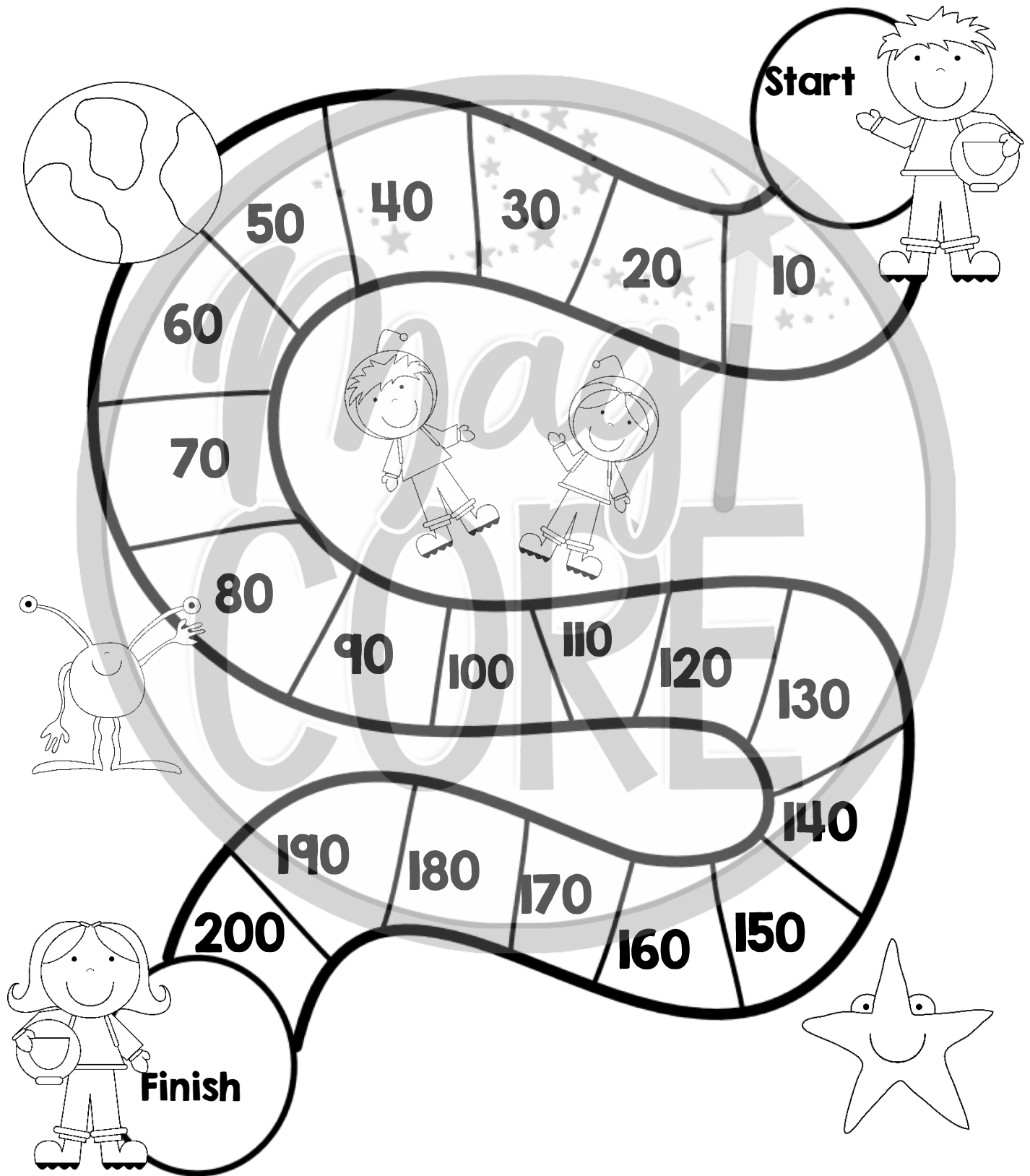


Skills and Language Standards

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: _____

1st 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

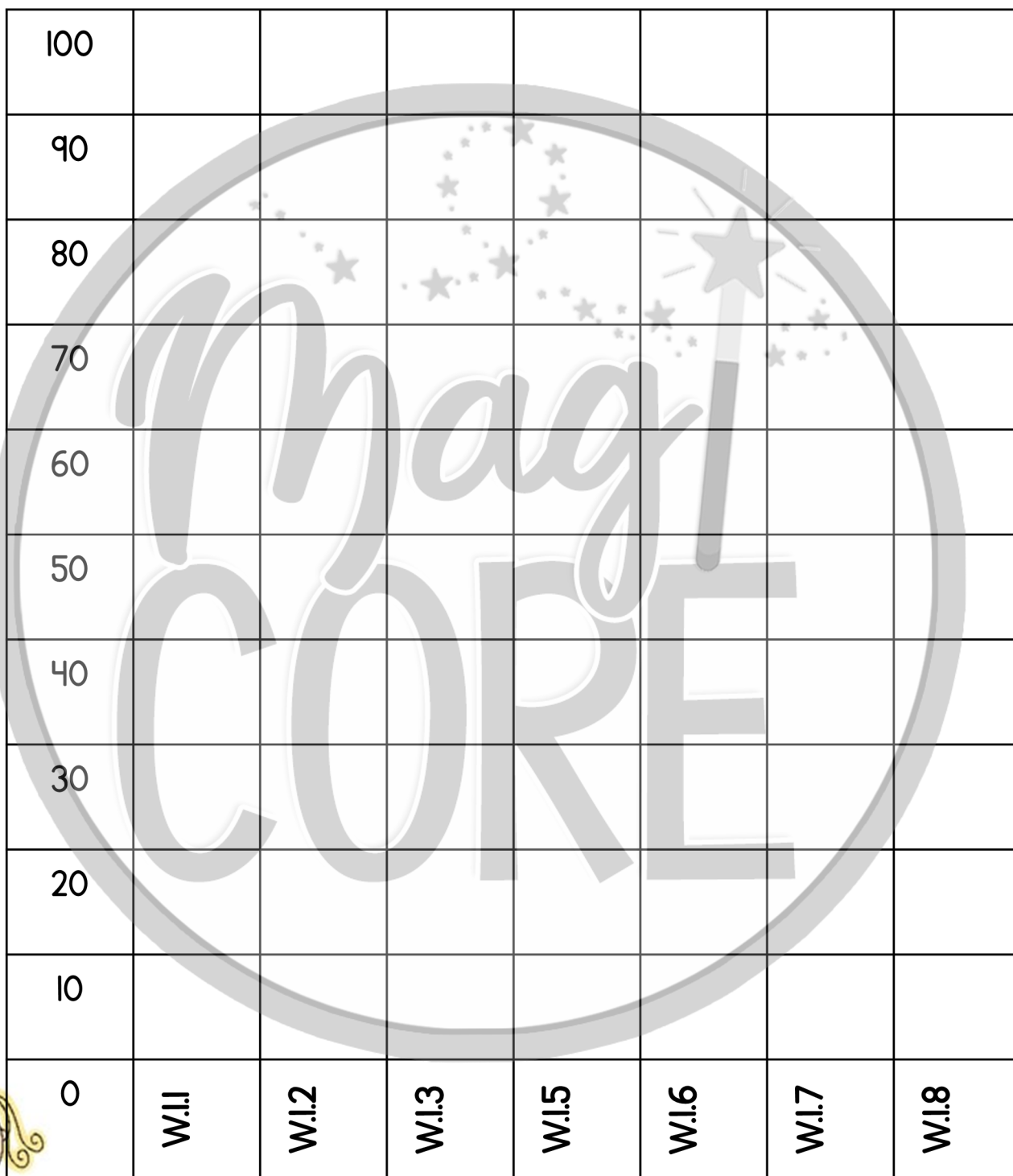
Authors write a variety of texts. I can write:
(color the writing pieces you have completed)



Name: _____ Date: _____

Writing Assessment Graph

Percentage



Writing Standards

Name: _____ Date: _____

Narrative Writing Teaching & Learning Rubric

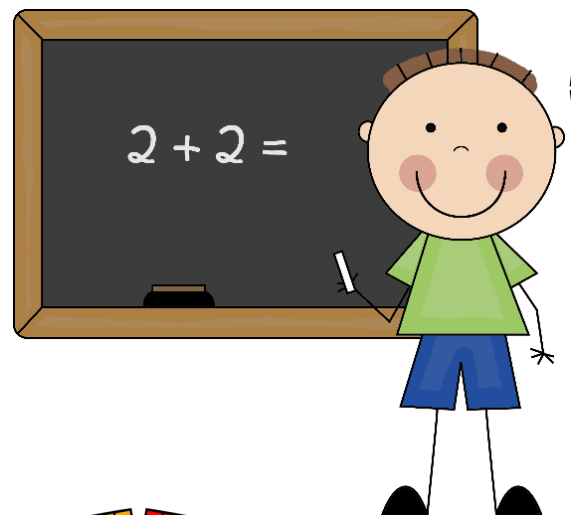
W.1.3 I can write narratives in which I recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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 at least two events in order.	
I can write a story with details about what happened.	
I can write a story that has an ending .	
I can write with time words that show event order.	
I can write with proper punctuation, spelling, and grammar .	

Math

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



Name: _____ Date: _____

1st Grade

1st Quarter Math Goals

Fluency

I am working on my (+,-) _____ 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:

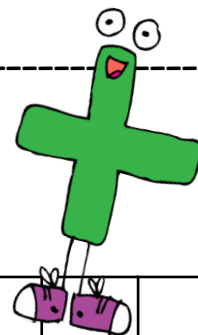
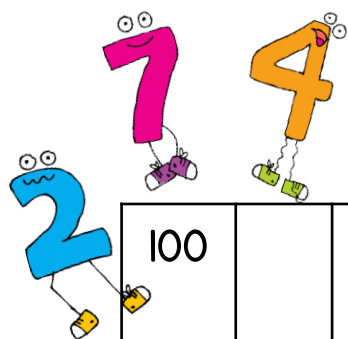
Math Strategies

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: _____



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

Name: _____ Date: _____



Math Common Core Checklist

Operations & Algebraic Thinking

1.OA.A.1: I can use **addition and subtraction within 20** to solve word problems by using objects, drawings, and equations with a symbol for the unknown to represent the problem.

Types of Problems:

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

1.OA.A.2: I can solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.B.3: I can apply properties of **operations** as strategies to add and subtract.

- Commutative property of addition
 - Associative Property/ make ten
- *Students do not need to know formal terms.

1.OA.B.4: I understand subtraction as an unknown-addend problem.

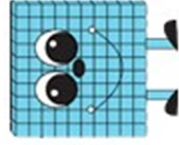
1.OA.C.5: I can relate counting to addition and subtraction.

1.OA.C.6: I can add and subtract within 20, showing fluency for addition and subtraction within 10

1.OA.D.7: I understand the meaning of the equal sign. I can determine if equations involving addition and subtraction are true or false.

1.OA.D.8: I can figure out the unknown whole number in an addition or subtraction equation relating three whole numbers.

Name: _____ Date: _____



Mathematics Common Core Checklist

Number & Operations in Base Ten

Standard	Assessment 1	Assessment 2	Assessment 3	Assessment 4
1.NBT.A.1: I can count to 120, starting at any number less than 120. I can read and write numerals and represent a number of objects with a written numeral up to 120.				
1.NBT.B.2- I understand that the two digits of a two-digit number represent amounts of tens and ones. I also understand: A) 10 can be thought of as a bundle of ten ones called a "ten". B) The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. C) The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).				
1.NBT.B.3: I compare two two-digit numbers based on the meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, $<$.				
1.NBT.C.4: I can add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10.				
1.NBT.C.5: I can mentally find 10 more or 10 less than a 2-digit number, without having to count. I can explain my reasoning for how to add or subtract 10.				
1.NBT.C.6: I can subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range of 10-90.				
1.NBT.9: I can explain why addition and subtraction work using words and drawings or objects..				

Science

- Goals
- Conference Notes



Name: _____ Date: _____

1st 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)

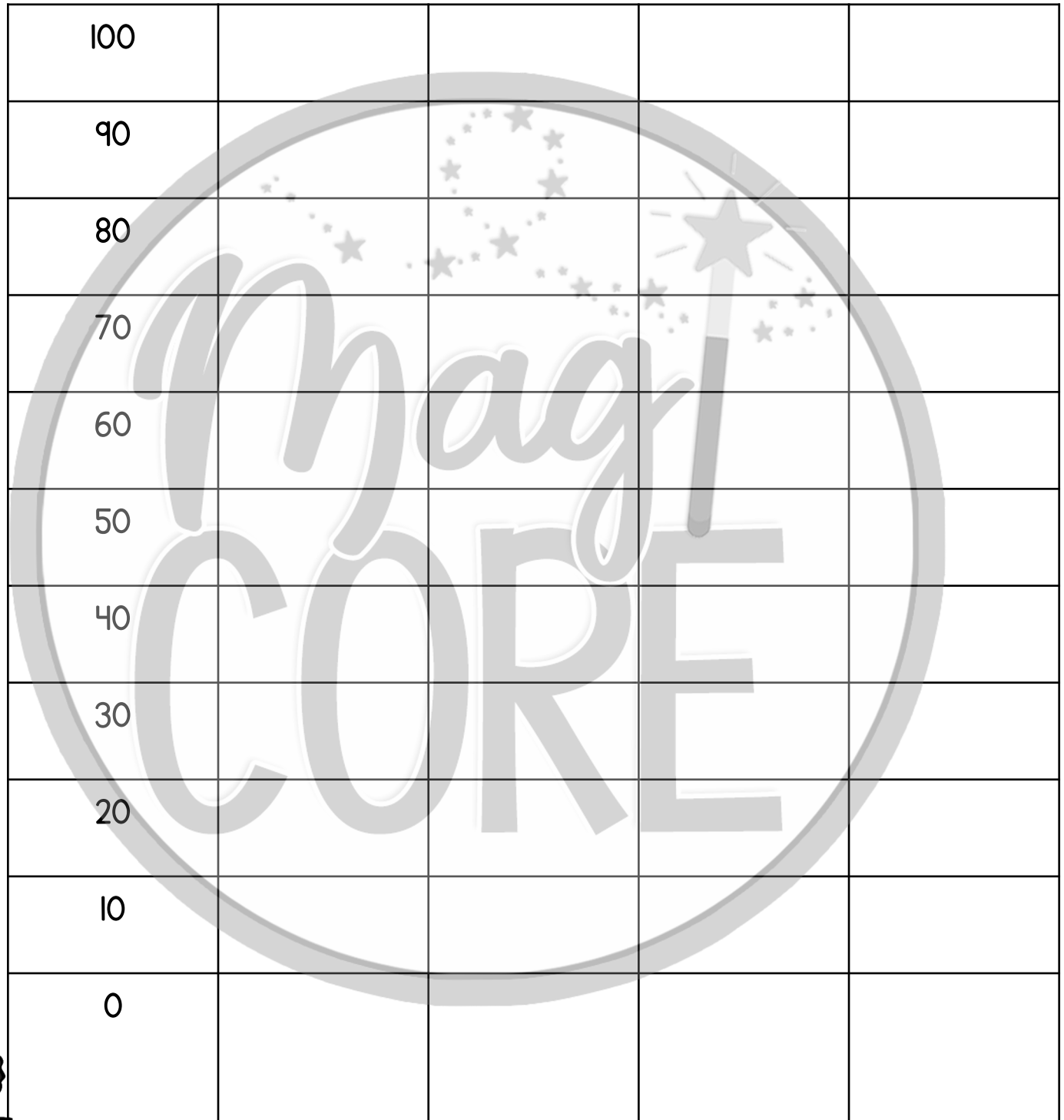
- ☐ read non-fiction books on this topic.
- ☐ complete science experiments at home and at school.
- ☐ study vocabulary related to this topic.



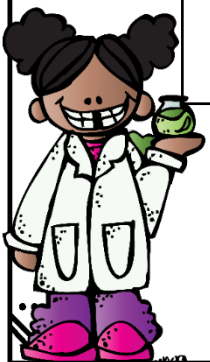
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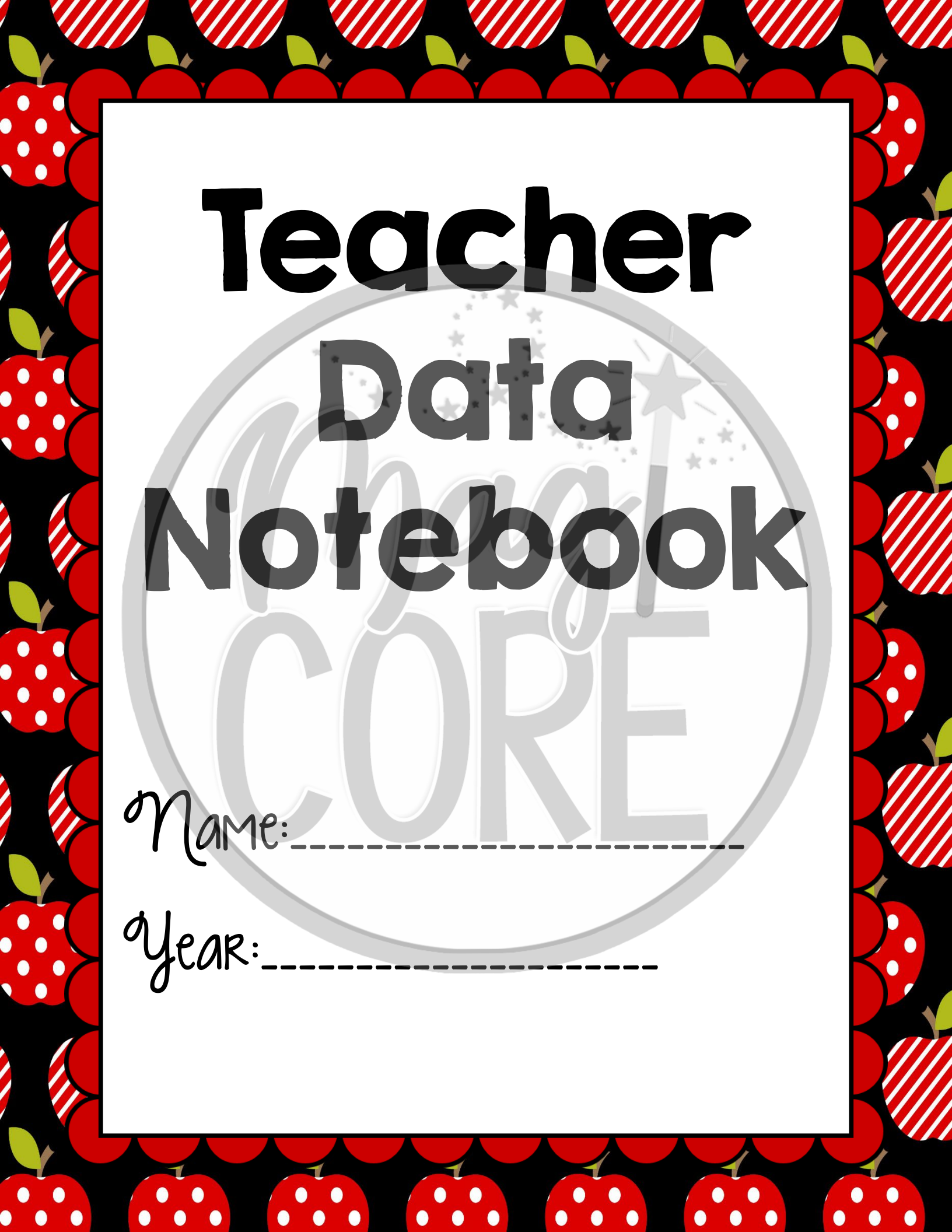
Science

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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- 

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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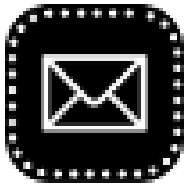
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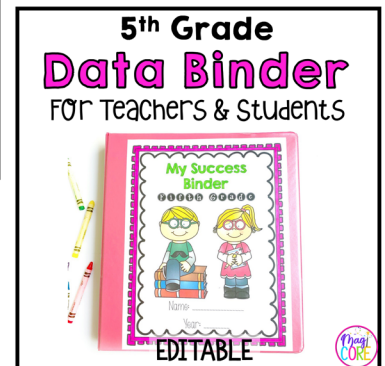
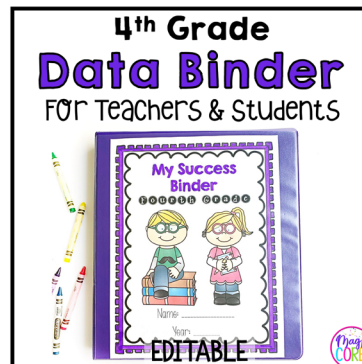
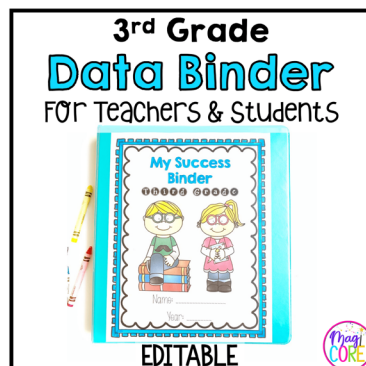
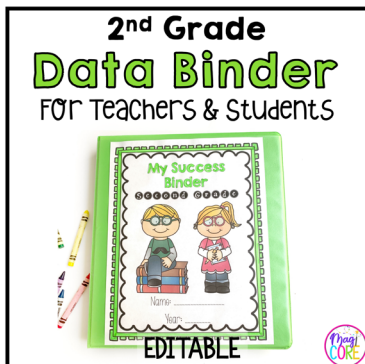


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