

DeLatorre

Winter Galileo Benchmark  
Reading for Literature Standards

Name	Avg Total Points (40)	Avg Percent Correct	Avg DL Score	Performance Level	AZ-3.RL.1 Passing %	AZ-3.RL.2 Passing %	AZ-3.RL.3 Passing %	AZ-3.RL.4 Passing %	AZ-3.RL.5 Passing %	AZ-3.RL.6 Passing %	AZ-3.RL.7 Passing %	AZ-3.RL.9 Passing %
HomeRoom: De La Tor: 14980 (25)	21.9	54.8%	820	Proficient	80.0%	28.0%	76.0%	40.0%	84.0%	32.0%	56.0%	76.0%
Paradise Education Center (199)	24.1	60.3%	848	Proficient	84.9%	37.7%	87.9%	47.7%	75.4%	36.7%	63.8%	73.4%

Which reading standard (s) were your area of strength? Was it the same or different from grade level (Paradise Education Center)?

Which reading standard was your area of growth? Was it the same or different from grade level (Paradise Education Center)?

Ticket Out

Cassidy

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HomeRoom: Cassidy: 14915 (25)	25.2	63.1%	862	Proficient	80.0%	44.0%	84.0%	44.0%	80.0%	44.0%	60.0%	76.0%
Paradise Education Center (199)	24.1	60.3%	848	Proficient	84.9%	37.7%	87.9%	47.7%	75.4%	36.7%	63.8%	73.4%

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Ticket Out	
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Schroeder

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HomeRoom: Schroeder: 14875 (25)	23.2	58.1%	836	Proficient	88.0%	40.0%	88.0%	36.0%	72.0%	32.0%	64.0%	72.0%
Paradise Education Center (199)	24.1	60.3%	848	Proficient	84.9%	37.7%	87.9%	47.7%	75.4%	36.7%	63.8%	73.4%

Which reading standard (s) were your area of strength? Was it the same or different from grade level (Paradise Education Center)?

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Ticket Out

Fix

### Winter Galileo Benchmark Reading for Literature Standards

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HomeRoom: Fix: 14683 (24)	26.3	65.6%	878	Proficient	91.7%	37.5%	91.7%	58.3%	83.3%	29.2%	62.5%	83.3%
Paradise Education Center (199)	24.1	60.3%	848	Proficient	84.9%	37.7%	87.9%	47.7%	75.4%	36.7%	63.8%	73.4%

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Ticket Out	
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K Norman

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Reading for Literature Standards

Name	Avg Total Points (40)	Avg Percent Correct	Avg DL Score	Performance Level	AZ-3.RL.1 Passing %	AZ-3.RL.2 Passing %	AZ-3.RL.3 Passing %	AZ-3.RL.4 Passing %	AZ-3.RL.5 Passing %	AZ-3.RL.6 Passing %	AZ-3.RL.7 Passing %	AZ-3.RL.9 Passing %
HomeRoom: Norman: 14957 (25)	25.3	63.2%	863	Proficient	84.0%	36.0%	88.0%	56.0%	76.0%	48.0%	80.0%	76.0%
Paradise Education Center (199)	24.1	60.3%	848	Proficient	84.9%	37.7%	87.9%	47.7%	75.4%	36.7%	63.8%	73.4%

Which reading standard (s) were your area of strength? Was it the same or different from grade level (Paradise Education Center)?

Which reading standard was your area of growth? Was it the same or different from grade level (Paradise Education Center)?

Ticket Out

D Norman

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Reading for Literature Standards

Name	Avg Total Points (40)	Avg Percent Correct	Avg DL Score	Performance Level	AZ-3.RL.1	AZ-3.RL.2	AZ-3.RL.3	AZ-3.RL.4	AZ-3.RL.5	AZ-3.RL.6	AZ-3.RL.7	AZ-3.RL.9
					Passing %	Passing %	Passing %	Passing %	Passing %	Passing %	Passing %	Passing %
HomeRoom: Norman: 14867 (25)	25.3	63.2%	862	Proficient	88.0%	40.0%	92.0%	52.0%	84.0%	44.0%	72.0%	64.0%
Paradise Education Center (199)	24.1	60.3%	848	Proficient	84.9%	37.7%	87.9%	47.7%	75.4%	36.7%	63.8%	73.4%

Which reading standard (s) were your area of strength? Was it the same or different from grade level (Paradise Education Center)?

Which reading standard was your area of growth? Was it the same or different from grade level (Paradise Education Center)?

Ticket Out	
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Swihart

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Reading for Literature Standards

Name	Avg Total Points (40)	Avg Percent Correct	Avg DL Score	Performance Level	AZ-3.RL.1 Passing %	AZ-3.RL.2 Passing %	AZ-3.RL.3 Passing %	AZ-3.RL.4 Passing %	AZ-3.RL.5 Passing %	AZ-3.RL.6 Passing %	AZ-3.RL.7 Passing %	AZ-3.RL.9 Passing %
HomeRoom: Swihart: 15124 (25)	24.9	62.2%	859	Proficient	96.0%	40.0%	100.0%	56.0%	64.0%	32.0%	72.0%	76.0%
Paradise Education Center (199)	24.1	60.3%	848	Proficient	84.9%	37.7%	87.9%	47.7%	75.4%	36.7%	63.8%	73.4%

Which reading standard (s) were your area of strength? Was it the same or different from grade level (Paradise Education Center)?

Which reading standard was your area of growth? Was it the same or different from grade level (Paradise Education Center)?

Ticket Out

Heaney

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Reading for Literature Standards

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HomeRoom: Heaney: 15123 (24)	21.3	53.3%	813	Proficient	70.8%	37.5%	83.3%	41.7%	58.3%	33.3%	45.8%	66.7%
Paradise Education Center (199)	24.1	60.3%	848	Proficient	84.9%	37.7%	87.9%	47.7%	75.4%	36.7%	63.8%	73.4%

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Which reading standard was your area of growth? Was it the same or different from grade level (Paradise Education Center)?

Ticket Out	
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Johnson

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Paradise Education Center (199)	24.1	60.3%	848	Proficient	84.9%	37.7%	87.9%	47.7%	75.4%	36.7%	63.8%	73.4%

Which reading standard (s) was the grade levels area of strength?

Which reading standard (s) were the grade levels (Paradise Education Center) areas of growth?

Ticket Out

Arizona's English Language Arts Standards – 3 <sup>rd</sup> Grade	
Reading Standards for Literature	
Key Ideas and Details	
3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.2	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.
3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure	
3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
3.RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
3.RL.6	Distinguish one's own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas	
3.RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity	
3.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

2

"Elizabeth's Old Shoes"

"Come to my house after school. I got my new tap shoes!"

Teri looked at the note from Rhonda and pressed her lips together. She did not want to see Rhonda's new shoes, but she wrote back "Okay." She was grumpy for the rest of the day.

It didn't get any better once she got to Rhonda's house and saw the shiny black shoes. Rhonda put them on and tapped around her bedroom.

"Ooooh, aren't they so pretty, Teri?"

"Yep. Okay, well, I better get home. See you in class tomorrow."

She dragged her toes all the way home. Once inside the door, she tossed her book bag on the floor and flopped down on the couch.

"What's the matter, Teri-berry?" Her dad always called her that when she was in a bad mood.

from "Elizabeth's Old Shoes"

Read the list of events. Click and drag them into the order they happen in the story, starting with the first event at the top of the list.

- Rhonda shows Teri her new tap shoes.
- Teri talks to her dad about her tap shoes.
- Teri puts on Elizabeth's old shoes.
- Teri pays close attention in dance class.
- The girls in Teri's class complain that their feet hurt.
- Teri notices that she does not have blisters.
- Teri smiles.

Subject: AZ-R03: 3rd Grade English Language Arts (2016)  
Strand: AZ-3.RL READING STANDARDS FOR LITERATURE  
Standard: AZ-3.RL.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.  
Depth Of Knowledge: 3  
Teri's New Ice Skates (Readability Index: 1.6 Lexile: 590L)

11

"Trey's New Ice Skates"

The ice that covered Trey's bedroom window in the morning looked like lace, and the sun sparkled brightly through it. He climbed out of bed and ran downstairs to the warm kitchen. His mother was making pancakes, and his dad was sitting at the table.

"Good morning, Trey!" His dad's voice was very loud. "What a great day to go ice skating! Are you ready to try out the skates you got for your birthday?"

Trey nodded, but he was a little bit afraid. Ice skating looked hard, and what if he fell down? After Trey had finished breakfast, his dad told him to go upstairs and put on all of his warm clothes—mittens, heavy socks, snow pants, and his warm coat. When Trey was

from "Trey's New Ice Skates"

What does Trey learn in this story?

- A. Your parents may not be able to help you learn everything.
- B. Something that seems like it would be easy can be hard instead.
- C. You will most likely get hurt the first time you try something new.
- D. Something that seems scary to try may be fun once you learn how to do it.

Subject: AZ-R03: 3rd Grade English Language Arts (2016)  
Strand: AZ-3.RL READING STANDARDS FOR LITERATURE  
Standard: AZ-3.RL.6 Craft and Structure: Distinguish their own point of view from that of the narrator or those of the characters.  
Depth Of Knowledge: 1  
Elizabeth's Old Shoes (Readability Index: 2.3 Lexile: 600L)

1

"Elizabeth's Old Shoes"

"Come to my house after school. I got my new tap shoes!"

Teri looked at the note from Rhonda and pressed her lips together. She did not want to see Rhonda's new shoes, but she wrote back "Okay." She was grumpy for the rest of the day.

It didn't get any better once she got to Rhonda's house and saw the shiny black shoes. Rhonda put them on and tapped around her bedroom.

"Ooooh, aren't they so pretty, Teri?"

from "Elizabeth's Old Shoes"

Who is telling this story?

- A. Elizabeth
- B. the narrator
- C. the reader
- D. Teri

4

"Trey's New Ice Skates"

The ice that covered Trey's bedroom window in the morning looked like lace, and the sun sparkled brightly through it. He climbed out of bed and ran downstairs to the warm kitchen. His mother was making pancakes, and his dad was sitting at the table.

"Good morning, Trey!" His dad's voice was very loud. "What a great day to go ice skating! Are you ready to try out the skates you got for your birthday?"

Trey nodded, but he was a little bit afraid. Ice skating looked hard, and what if he fell down? After Trey had finished breakfast, his dad

from "Trey's New Ice Skates"

Who is telling this story?

- A. Trey
- B. Trey's dad
- C. the narrator
- D. the reader