

Hasbrouck Heights School District

3rd Grade Benchmarks

READING

1) Reads at grade level.

Trimester	1	2	3	4
1st	Student has achieved reading success at Level L or below.	Student has achieved reading success at Level M.	Student has achieved reading success at Level N.	Student has achieved reading success at Level O or above.
2nd	Student has achieved reading success at Level M or below.	Student has achieved reading success at Level N.	Student has achieved reading success at Level O.	Student has achieved reading success at Level P or above.
3rd	Student has achieved reading success at Level N or below.	Student has achieved reading success at Level O.	Student has achieved reading success at Level P.	Student has achieved reading success at Level Q or above.

Reading Level is determined through the Teachers College Reading Running Records Benchmark Assessments.

Hasbrouck Heights School District

3rd Grade-Benchmarks

2) Reads with comprehension: Literal (main idea, details, character, setting, recounts story elements).

Demonstrates successful understanding of the text through interpreting the main idea.				
Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely demonstrates literal understanding of stories and informational texts. • Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures. • Student asks and answers a few relevant questions about the text, as taught in the unit of study. 	<ul style="list-style-type: none"> • Student sometimes demonstrates some literal understanding of stories and informational texts. • Retellings may include some details from the text. • Students sometimes ask and answer questions related to the text, as taught in the units of study. 	<ul style="list-style-type: none"> • Student demonstrates a literal understanding of stories and informational texts. • Retellings and responses demonstrate an understanding of the text and application of learned comprehension skills. • Students consistently ask and answer questions related to the text, as taught in the units of study. 	<p>In above grade level texts,</p> <ul style="list-style-type: none"> • Student consistently demonstrates a strong literal understanding of texts. • Retellings describe and explain story elements, or main ideas of the entire text and uses many relevant text-based details. • Students ask and answer questions to compare and contrast story elements and sequence events.

Hasbrouck Heights School District

3rd Grade Benchmarks

3) Reads with comprehension: Inferential (inferences, predictions, conclusions, and supports with evidence).

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student demonstrates little inferential understanding of texts. • Student makes few relevant inferences from illustrations. • Student may make some predictions before and during reading, as taught in the units of study. 	<ul style="list-style-type: none"> • Student demonstrates some inferential understanding of texts. • Retelling sometimes includes some inferences and conclusions that analyze the main ideas, characters, events, and the author’s purpose. • Student sometimes makes predictions, connections, and inferences that are related to prior experiences, as taught in the units of study. 	<ul style="list-style-type: none"> • Student demonstrates and inferential understanding of texts. • Student recognizes some clues that imply ideas or information. • Retelling includes some inferences and conclusions that analyze the main ideas, characters, events, and the author’s purpose. • Student makes predictions, connections, and inferences that are related to prior experiences, as taught in the units of study. 	<p>In above grade level texts:</p> <ul style="list-style-type: none"> • Student demonstrates and inferential understanding of texts. • Student recognizes some clues that imply ideas or information. • Retelling includes some inferences and conclusions that analyze the main ideas, characters, events, and the author’s purpose. • Student makes predictions, connections, and inferences that are related to prior experiences, as taught in the units of study.

Hasbrouck Heights School District

3rd Grade-Benchmarks

4) Reads with fluency (expression, phrasing, rate, accuracy).

<i>Demonstrates the ability to read accurately at an appropriate pace with expression.</i>				
Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> Lack of fluent reading is evident during independent reading of texts. Reading of leveled texts is very choppy and slow. Student does not attend to spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> Reading is somewhat fluent when independently reading texts. Student reads leveled texts either too slowly or too quickly. Reading is choppy some of the time. Student attends to some ending punctuation. Student uses very little or no expression matched to meaning 	<ul style="list-style-type: none"> Student demonstrates fluent reading of on-level texts. Student reads accurately. Student pauses briefly between words. Student attends to internal punctuation and most ending punctuation. Expression is matched to the meaning of text. 	<ul style="list-style-type: none"> Student demonstrates fluent reading of above-level texts. Reading is fluid and accurate. Student attends to and uses phrasing to read longer sentences. Student attends to internal and external punctuation. Expression is matched to the mood, character's feelings, or actions in the text.

Hasbrouck Heights School District

3rd Grade Benchmarks

5) Demonstrates stamina during independent reading.

Trimester	1	2	3	4
1st	Student is unable or rarely able to sustain attention and apply teaching point during independent reading.	Student mostly sustains attention and attempts to apply teaching point during independent reading for 20 minutes.	Student consistently sustains attention and applies teaching point during independent reading for 20 minutes.	Student consistently sustains attention and applies teaching point during independent reading for more than 20 minutes.
2nd	Student mostly sustains attention and attempts to apply teaching point during independent reading for 20 minutes.	Student consistently sustains attention and applies teaching point during independent reading for 20 minutes.	Student consistently sustains attention and applies teaching point during independent reading for 25 minutes.	Student consistently sustains attention and applies teaching point during independent reading for more than 25 minutes.
3rd	Student consistently sustains attention and applies teaching point during independent reading for 20 minutes.	Student consistently sustains attention and applies teaching point during independent reading for 25 minutes.	Student consistently sustains attention and applies teaching point during independent reading for more than 30 minutes.	Student consistently sustains attention and applies teaching point during independent reading for more than 30 minutes.

6) Knows and applies grade level phonics and word analysis skills.

Trimester	1	2	3	4
ALL	Student rarely applies phonics skills, picture clues, and strategies to figure out unknown words.	Student sometimes applies phonics skills, picture clues, and strategies to figure out unknown words.	Student consistently applies phonics skills, picture clues, and strategies to figure out unknown words.	In above grade level text, student is able to apply phonics skills, picture clues, and strategies to figure out unknown words.

Hasbrouck Heights School District

3rd Grade-Benchmarks

7) Compares, contrasts, and reflects on stories written by the same author about the same or similar characters (e.g., in books from a series).

Trimester	1	2	3	4
2nd	Student has difficulty making observations and identifying some details with little or no comparison and reflection of stories written by the same author about the same or similar characters.	Student makes observations and identifies some details with limited comparison and reflection of stories written by the same author about the same or similar characters.	Student compares, contrasts, and reflects upon the key details of stories written by the same author about the same or similar characters.	In above grade level text, the student compares, contrasts, and reflects upon the key details of stories written by the same author about the same or similar characters.
3rd	Student makes observations and identifies some details with limited comparison and reflection of stories written by the same author about the same or similar characters.	Student compares, contrasts, and reflects upon the key details of stories written by the same author about the same or similar characters. The student compares, contrasts, and reflects upon the key details of stories written by the same author about the same or similar characters.	The student compares, contrasts, and reflects upon the key details of stories written by the same author about the same or similar characters.	In above grade level text, the student can compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Hasbrouck Heights School District

3rd Grade Benchmarks

8) Understands craft and structure of various genres.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> Student has difficulty analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Student has difficulty assessing how point of view or purpose shapes the content and style of a text. 	<ul style="list-style-type: none"> Student is beginning to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Student is beginning to assess how point of view or purpose shapes the content and style of a text. 	<ul style="list-style-type: none"> Student can analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Student can assess how point of view or purpose shapes the content and style of a text. 	<p>In above grade level text,</p> <ul style="list-style-type: none"> student can analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Student can assess how point of view or purpose shapes the content and style of a text.