

# Hasbrouck Heights School District

## 3rd Grade-Benchmarks

### WRITING

1) Expresses ideas clearly in writing.

| Trimester  | 1   | 2  | 3  | 4  |
|------------|---|--|--|--|
| <b>ALL</b> | <ul style="list-style-type: none"> <li>• Student's writing does not have an organizational pattern or format.</li> <li>• Student has difficulty writing complete sentences.</li> <li>• Few ideas are relevant to the topic or in logical order, as taught in the units of study.</li> </ul> | <ul style="list-style-type: none"> <li>• Student's writing incorporates some elements of organizational structure.</li> <li>• Student has mostly complete sentences.</li> <li>• Ideas are mostly relevant to the topic and in a logical order, as taught in the units of study.</li> </ul> | <ul style="list-style-type: none"> <li>• Student's writing has a clear organizational pattern and/or structure related to the topic.</li> <li>• Student's writing has complete sentences.</li> <li>• Student's writing includes transitional words.</li> <li>• Student's writing has sentences and ideas organized to support the purpose, as taught in the units of study.</li> </ul> | <ul style="list-style-type: none"> <li>• Student's writing has a well-developed organizational pattern or structure.</li> <li>• Student's writing flows from beginning to end in a logical, interesting order.</li> <li>• Student uses well-organized complete sentences and paragraphs that fit together to support the topic or story, as taught in the units of study.</li> </ul> |

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2) Elaborates using details and descriptions.

| Trimester  | 1   | 2   | 3   | 4   |
|------------|---|---|---|---|
| <b>ALL</b> | <ul style="list-style-type: none"> <li>● Student uses simple, below grade-level vocabulary when writing.</li> <li>● Student repeats words.</li> <li>● Student’s writing reveals little of the writer’s feelings and voice, as taught in the units of study for each.</li> </ul> | <ul style="list-style-type: none"> <li>● Student uses some grade-level vocabulary.</li> <li>● Student’s writing reveals some of the writer’s feelings and voice.</li> <li>● Student uses some words that give details and are appropriate to the topic and genre, as taught in the units of study.</li> </ul> | <ul style="list-style-type: none"> <li>● Student uses grade-level vocabulary that gives details and descriptions and that is appropriate to the topic and genre.</li> <li>● Student uses words that are specific, interesting, and vivid.</li> <li>● Student’s writing is expressive and reveals the writer’s feelings, personality, and interests, as taught in the units of study.</li> </ul> | <ul style="list-style-type: none"> <li>● Student uses interesting and sophisticated, above grade-level vocabulary.</li> <li>● Student chooses words and phrases that are specific, interesting, and vivid.</li> <li>● Student uses figurative language.</li> <li>● The feelings, personality, and interests of the writer are revealed and contribute to the uniqueness of the writing, as taught in the units of study.</li> </ul> |

3) Uses Writer’s Notebook, mini-lessons, and conferences as tools to develop writing ability.

| Trimester  | 1   | 2  | 3  | 4  |
|------------|---|--|--|--|
| <b>ALL</b> | Student rarely uses Writer’s Notebook, mini-lessons, or conferences as tools to develop writing skills, as taught in the unit of study. | Student occasionally uses Writer’s Notebook, mini-lessons, and conferences as tools to develop writing skills, as taught in the unit of study. | Student rarely uses Writer’s Notebook, mini-lessons, and conferences as tools to develop writing skills, as taught in the unit of study. | Student rarely uses Writer’s Notebook, mini-lessons, and conferences as tools to develop writing skills, as taught in the unit of study. |

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4) Demonstrates stamina during independent writing time.

| Trimester  | 1  | 2  | 3  | 4   |
|------------|--|--|--|---|
| <b>1st</b> | Student is unable or rarely able to write independently for 15 minutes.    | Student is approaching independent writing stamina of 15-20 minutes. | Student consistently writes independently for 20-25 minutes. | Student consistently writes independently for more than 25 minutes. |
| <b>2nd</b> | Student is unable or rarely able to write independently for 15-20 minutes. | Student is approaching independent writing stamina of 20-25 minutes. | Student consistently writes independently for 25-30 minutes. | Student consistently writes independently for more than 30 minutes. |
| <b>3rd</b> | Student is unable or rarely able to write independently for 30 minutes.    | Student is approaching independent writing stamina for 45 minutes.   | Student consistently writes independently for 45 minutes.    | Student consistently writes independently for more than 45 minutes. |

5) Applies rules of grammar, usage, and mechanics.

| Trimester  | 1   | 2  | 3   | 4  |
|------------|---|--|---|--|
| <b>ALL</b> | Student rarely demonstrates the ability to: <ul style="list-style-type: none"> <li>● Use end punctuation in writing</li> <li>● Write complete sentences</li> <li>● Capitalize at the beginning of sentences</li> <li>● Use parts of speech and grammar as taught in the units of study</li> </ul> | Student sometimes demonstrates the ability to: <ul style="list-style-type: none"> <li>● Use end punctuation in writing</li> <li>● Write complete sentences</li> <li>● Capitalize at the beginning of sentences</li> <li>● Use parts of speech and grammar as taught in the units of study</li> </ul> | Student consistently demonstrates the ability to: <ul style="list-style-type: none"> <li>● Use end punctuation in writing</li> <li>● Write complete sentences</li> <li>● Capitalize at the beginning of sentences</li> <li>● Use parts of speech and grammar as taught in the units of study</li> </ul> | Student consistently applies above grade-level grammar, usage, and mechanics skills. Student consistently edits independently. |

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6) Learn and apply spelling patterns.

| Trimester  | 1   | 2  | 3  | 4   |
|------------|---|--|--|---|
| <b>ALL</b> | Student rarely applies above grade level spelling rules, patterns, and generalizations. | Student sometimes applies above grade level spelling rules, patterns, and generalizations. | Student applies above grade level spelling rules, patterns, and generalizations. | Student consistently applies above grade level spelling rules, patterns, and generalizations. |