

3rd Grade Language Arts Benchmarks

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| LA.3.A.1 | Use strategies to recognize words. |
| | a. <u>Apply word recognition skills to pronouns and unfamiliar words. (Knowledge of letter-sound relationships, analyzing word structure).</u> |
| | b. <u>Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases, and structures. (Identify prefixes and suffixes, isolate the base word).</u> |
| | c. <u>Read Dolch Basic Sight Words automatically. [A.4.1]</u> |
| LA.3.A.2 | Use strategies to comprehend literary and nonliterary text. |
| | a. <u>Preview and activate prior knowledge.</u> |
| | b. <u>Predict from cover, title, subheadings, captions, and illustrations.</u> |
| | c. <u>Establishing purpose to read.</u> |
| | d. <u>Read--Self-correct and self-monitor.</u> |
| | e. <u>Use fix-up strategies</u> (reread, read-on, cross-check letters and sounds, picture clues, and context clues.) |
| | f. <u>Applying knowledge of text structures</u> (fiction follows story elements and nonfiction follows topic main idea and details). |
| | g. <u>Draw conclusions</u> (Using text clues combined with “in-head” clues). |
| | h. <u>Infer main idea or main idea with supporting details.</u> |
| | i. <u>Summarize.</u> (Recall and retell, identify sequence of events) |
| | j. <u>Verify or refine predictions.</u> |
| | k. <u>Visualize.</u> (Create mental images while reading) |
| | l. <u>Connect new information with prior knowledge.</u> |
| | m. <u>Adjust reading rate according to purpose and difficulty.</u> |
| | n. <u>Read aloud with age-appropriate fluency, accuracy, and expression.</u> |
| | o. <u>Distinguish fiction from non-fiction, realistic fiction from fantasy, biography from autobiography, poetry from prose.</u> |
| | p. <u>Read for discovery, appreciation, and enjoyment. [A.4.2]</u> |
| LA.3.A.3 | Use strategies to comprehend informational text. |
| | a. <u>Use text resources—encyclopedias, trade books, library books, magazine articles, Internet, etc..</u> |
| | b. <u>Use text format to gather meaning—titles, headings, pictures, captions, tables, charts, maps, italics and boldface type.</u> |
| | c. <u>Use table of contents, glossary and index.</u> |
| | d. <u>Infer main idea or main idea with supporting details [A.4.4]</u> |
| LA.3.B.1 | Use a variety of writing technologies. (D’Nealian Handwriting method, computer) [B.4.1] |
| LA.3.B.2 | Use a variety of forms of writing. |
| | a. <u>Write a research report of at least two paragraphs from one or more sources.</u> |
| | b. <u>Demonstrate knowledge of the 5 Ws when writing a report.</u> |
| | c. <u>Write a friendly letter.</u> |
| | d. <u>Write a biography from facts gathered about a person’s life.</u> |
| | e. <u>Write a descriptive paragraph about an event, activity, and object.</u> |
| | f. <u>Produce a timed writing from a verbal, written, or picture prompt for assessment purposes.</u> |
| | g. <u>Write for personal use. (Response log, journals) [B.4.1]</u> |
| LA.3.B.3 | Use basic principles of writing appropriate to each genre. |
| | a. <u>Use basic paragraph structure.</u> |
| | b. <u>Create a piece of writing that has a beginning, middle and end.</u> |
| | c. <u>Use correct greeting and closing in a friendly letter. [B.4.1]</u> |

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| LA.3.B.4 | Use the writing process. |
| | a. <u>Use the five-step writing process.</u> (pre-write, draft, revise, edit, and publish). |
| | b. <u>Pre-write using various strategies.</u> (Decide on audience and purpose, write based on a picture, use a graphic organizer or outline, and organize ideas.) |
| | c. <u>Develop a draft.</u> (Descriptive writing, narrative writing, expository writing, and persuasive writing.) |
| | d. <u>Revise drafts.</u> |
| | e. <u>Edit for correct spelling, grammar, usage, and mechanics.</u> |
| | f. <u>Publish.</u> |
| | g. <u>Evaluate writing.</u> (Self evaluate on whether own purpose was met, respond constructively to others' writing, and review own writing to monitor growth. [B.4.2]) |
| LA.3.B.5 | <u>Use correct spelling.</u> (spell high frequency words correctly, use basic phonics rules, uses spelling resources—dictionary, word lists, charts, etc.) [B.4.3] |
| LA.3.B.6 | <u>Use correct capitalization.</u> (pronoun "I", proper nouns, beginning of a sentence, days of the week, months of the year, holidays) [B.4.3] |
| LA.3.B.7 | <u>Use correct punctuation.</u> |
| | a. <u>Period, question mark, exclamation mark at end of sentence.</u> |
| | b. <u>Commas in a series, dates, after a greeting and closing in a friendly letter.</u> |
| | c. <u>Apostrophes in contractions and possessives.</u> [B.4.3] |
| LA.3.B.8 | <u>Use correct grammar and sentence structure.</u> |
| | a. <u>Identify nouns, verbs, adjectives and adverbs.</u> |
| | b. <u>Use telling and asking sentences.</u> |
| | c. <u>Identify language appropriate for school vs. home.</u> |
| | d. <u>in which combine two sentences to make one sentence the meaning remains constant.</u> |
| | e. <u>Write a complete sentence to answer a question.</u> [B.4.3] |
| LA.3.C.1 | <u>Listens and speaks in a variety of situations for a variety of purposes.</u> |
| | a. <u>Determine a purpose for listening and speaking.</u> |
| | b. <u>Listen responsively to a variety of literature and texts for a variety of reasons.</u> |
| | c. <u>Listen and respond to peers in small groups and/or cooperative groups.</u> |
| | d. <u>Ask questions to clarify a message or explore a topic.</u> |
| | e. <u>Contribute information to conversations and discussions.</u> |
| | f. <u>Monitor ability to listen, understand, and recall main idea, details, and facts.</u> |
| | g. <u>Evaluate speaker's intent and message.</u> |
| | h. <u>Follow oral directions.</u> |
| | i. <u>Discuss a variety of texts; similarities, differences, connections.</u> |
| | j. <u>Use a variety of words appropriate to audience, purpose, and occasion.</u> |
| | k. <u>Communicate personal ideas and experiences; clarify, support ideas with evidence.</u> |
| | l. <u>Entertain with stories, poems, and dramatic activities.</u> |
| | m. <u>Give precise oral directions or instructions.</u> |
| | n. <u>Gain increasing control of conventional grammar and usage when speaking.</u> |
| | o. <u>Speak confidently in a variety of situations, including oral reports.</u> |
| | p. <u>Listens to the opinions and points of view of others.</u> |
| L.A.3.D.1 | <u>Understands the nature, grammar, and variations of American</u> |
| | a. <u>Writes in cursive</u> |
| | b. <u>Uses conventions of capitalization in writing (e.g., sentence beginning, formal titles, first word in salutations of a letter)</u> |

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| | c. <u>Uses conventions of punctuation in writing (e.g., uses commas in direct quotations, in addresses, and to separate phrases in a sentence; uses periods to punctuate declarative sentences; uses quotation marks to indicate dialogue; uses apostrophes to indicate possession)</u> |
| | d. <u>Uses knowledge of root words, prefixes and suffixes to spell new words</u> |
| | e. <u>Spells frequently used words correctly</u> |
| | f. <u>Uses principles of agreement (e.g., subject/verb, number, gender, pronoun case)</u> |
| | g. <u>Uses appropriate verb tense</u> |
| | h. <u>Uses comparative and superlative adjectives and adverbs</u> |
| | i. <u>Uses a variety of sentence structures (e.g., simple, compound)</u> |
| | j. <u>Uses declarative, interrogative, and exclamatory sentences correctly</u> |
| | k. <u>Knows basic paragraph structure (e.g., topic sentence, supporting sentences, sequence)</u> |
| LA.3.E.1 | Uses media and technology for a variety of purposes |
| | a. <u>Uses basic word-processing techniques (enters home-row words; saves, prints, retrieves text)</u> |
| | b. <u>Knows potential hazards to computers and other technology equipment (magnetic fields, dirt, dust, heat, smoke, moisture, abuse)</u> |
| | c. <u>Knows the intent or appeal behind products and messages promoted via media</u> |
| LA.3.F.1 | Locates, uses, and communicates information from a variety of print and non-print materials |
| | a. <u>Uses the card catalog and guide words in dictionaries and encyclopedias to locate information</u> |
| | b. <u>Uses alphabetical and numerical ordering to locate information (table of contents, index, dictionary, encyclopedia, telephone book)</u> |
| | c. <u>Selects appropriate resources according to the task (dictionary for word meaning, encyclopedia for concept information)</u> |
| | d. <u>Uses a variety of print and nonprint resources to gather information (encyclopedias, periodicals, videos, interviews, software, cassette recordings)</u> |
| | e. <u>Use specific study strategy (KWL, skim and scan, etc) to find, organize, and learn information</u> |
| | f. <u>Organize content systematically (sequentially and around main ideas/details)</u> |

3rd Grade Math Benchmarks

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| M.3.A.1 | <u>Identify and create patterns, using two attributes (shape, color size, frames and arrow diagram). Extend an increasing pattern. Compare objects using concrete criteria (size, color, shape, etc.). Develop “what if” and “how do you know” questions. Provide reasonable answers when asked how one reached a solution. Reproduce/recheck a problem. [A.4.1]</u> |
| M.3.A.2 | <u>Read number words to six digits. Name and write numerals to six digits. Name and write symbols for number operations, money measurement. Explain verbally or in writing charts, graphs, tables, and mathematical ideas. [A.4.2; F.4.2]</u> |
| M.3.A.3 | <u>Match number sentences to pictorial representations. Create a story to match a number sentence. Describe ways one uses math in everyday life. (measurement in science) [A.4.3]</u> |
| M.3.A.4 | <u>Use appropriate math vocabulary, symbols, and notation to explain a problem situation and how one reached a solution to a problem. [A.4.4,5]</u> |
| M.3.B.1 | <u>Create and identify representations of whole numbers to six digits. Place positive and negative numbers on a number line. Identify and explain, and create whole numbers, fractions and decimals (tenths and hundredths). Name the place value of digits in numbers to 999,999.</u> |
| M.3.B.2 | <u>Group and count objects to singly and/or by multiples to 999,999. Combine and arrange sets to count, order, add, subtract, multiply or divide. Estimate numbers and round to the nearest tenths, hundredth, or thousandth. [B.4.2]</u> |
| M.3.B.3 | <u>Read, write, and order positive and negative numbers, simple fractions and decimals (tenths and hundredths). [B.4.3]</u> |
| M.3.B.4 | <u>Identify and represent equivalent fractions for halves, fourths, eighths, and tenths using manipulatives. [B.4.4]</u> |
| M.3.B.5 | <u>Verbally and mentally recall addition and subtraction facts through 20, multiplication and division facts through 50. Estimate to find reasonable answers. Use appropriate steps to solve addition, subtraction, and multiplication problems. Add and subtract numbers up to four-digits with and without regrouping. Demonstrate use of a calculator to solve problems. [B.4.5]</u> |
| M.3.B.6 | <u>Add and subtract monetary values using decimals. [B.4.7]</u> |
| M.3.C.1 | <u>Name common figures and polygons. Compare, sort, and classify figures by vertices, bases, and edges. Identify two- and three dimensional figures in the environment. Draw and/or construct two- and three-dimensional figures. (circle, square, rectangle, oval, triangle, cube, sphere, cone, cylinder, and pyramid). Identify properties of two-dimensional figures (measure angles). [C.4.1]</u> |
| M.3.C.2 | <u>Identify congruent figures. Locate the line of symmetry of an object. Explain how figures are similar or different. [C.4.2]</u> |
| M.3.C.3 | <u>Use location vocabulary in descriptions of figures. (near, far, inside, outside, closest, etc.). Identify parallel lines and intersecting lines in two-dimensional figures. [C.4.3]</u> |
| M.3.C.4 | <u>Locate points on a grid or map. [C.4.4]</u> |
| M.3.D.1 | <u>Match names to measurable attributes (length, volume, weight, time, monetary value, temperature). Match the appropriate tool to the measurable attribute (thermometer = temperature) [D.4.1]</u> |
| M.3.D.2 | <u>size of the quantity to be measured. (inches = ruler; feet = yardstick, tape measure, etc.) [D.4.2]</u> |
| M.3.D.3 | <u>Identify the units of measure for length, weight, volume, time, temperature and monetary system. (inches, pounds, minutes, degrees Fahrenheit, dollars, etc.) [D.4.3]</u> |
| M.3.D.4 | <u>Measure accurately to the nearest inch, centimeter, gram, minute, degree. [D.4.4]</u> |

3rd Grade Math Benchmarks

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| M.3.D.5 | Add combinations of dollars and coins. [D.4.4] |
| M.3.D.6 | Measure by cups, pints, quarts, gallons, and liters. [D.4.4] |
| M.3.D.7 | Determine the <u>perimeter</u> and <u>area of two-dimensional figures</u> . Estimate measurable amounts. [D.4.5] |
| M.3.E.1 | Formulate questions that lead to data collection. Determine what, how and when to collect data. Collect data. Draw conclusions by analyzing data. (collect data by counting, tallying, surveying students, etc.; display and analyze data using charts, graphs, etc.) [E.4.1,3] |
| M.3.E.2 | On a graph or chart, find the <u>high</u> , <u>low</u> , middle values, <u>the most frequent value</u> , and the range of values. [E.4.2] |
| M.3.E.3 | [E.4.4] |
| M.3.E.4 | Perform simple experiments or examine patterns to predict what will be the next event. [E.4.5] |
| M.3.F.1 | Write an equation using a variable for the unknown. [F.4.1] |
| M.3.F.2 | Use vocabulary, symbols, and notation of algebra accurately. [F.4.2] |
| M.3.F.3 | Explain, draw, and/or chart, and extend a repeating or increasing number pattern to four digits using manipulatives and/or numerals. [F.4.3] |
| M.3.F.4 | Verbally create or construct in writing or pictorial story, or using manipulatives recreate a pattern or number sentence. [F.4.3] |
| M.3.F.5 | Explain functional relationships. (What's My Rule) (If one child has two eyes, three children have a total of eyes.) [F.4.4] |
| M.3.F.6 | Write an equation to explain a pictorial representation of addition, subtraction, multiplication, and/or division facts. (F.4.5) |
| M.3.F.7 | Solve equations of addition, subtraction, multiplication, and division <u>facts through 50</u> and explain the strategies used to solve. (manipulatives, recall, drawing pictures, etc.) [F.4.5] |
| M.3.F.8 | Use manipulatives to show number relationships. (Fact families, inverse relationships, commutative |

3rd Grade Science Benchmarks

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| S.3.A.1 | <u>When studying a science-related problem, develop and express questions related to that area of scientific study.</u> (i.e. How do flowering plants make seeds?—what is a flower?; what are the parts of a flower?; what is a seed? etc.). [A.4.1] |
| S.3.A.2 | <u>Use prior scientific knowledge.</u> (i.e. For the flower question above, have students, based on their previous knowledge describe and name flowers and seeds, etc.). [A.4.2] |
| S.3.A.3 | <u>Compile data.</u> (i.e. For the flower/seed question, go out and collect a variety of flowers and seeds—some flowers and seeds from the same plant if possible.). [A.4.3] |
| S.3.A.4 | themes that are important could be “describe”, “evaluate”, “identify”, “group”, “observe”, “investigate”, etc.). [A.4.4] |
| S.3.A.5 | <u>Measure changes over time.</u> (i.e. Have students illustrate the life cycle of a flowering plant; grow a bean seed and measure its height over a period of several weeks, etc.). [A.4.5] |
| S.3.B.1 | <u>Use multiple references sources.</u> (i.e. Have students use the internet or encyclopedia to gather information about flowers and seeds.). [B.4.1; C.4.3] |
| S.3.B.2 | Describe several influential people in science and how their culture made their discoveries possible. (i.e. Earth and sun relationship ideas. Astronomer such as Galileo; Leeuwenhoek and the microscope). [B.4.2] |
| S.3.C.1 | <u>Use the vocabulary of scientific themes.</u> (i.e. describe, group, investigate, identify, etc.). [C.4.1] |
| S.3.C.2 | <u>Use science-related content to question, investigate, observe and predict.</u> (i.e. After completing a science activity, go back and ask what questions was the activity trying to answer, describe what was investigated, list the different types of observations that were made as part of the activity, and identify what predictions could be made as a result of the investigation.). [C.4.2] |
| S.3.C.3 | <u>Handle and operate scientific equipment safely.</u> (i.e. During a science activity, students will demonstrate that they can safely use scientific equipment—thermometers, scales, rulers, hand lenses, wear safety glasses, etc.). [C.4.4] |
| S.3.C.4 | <u>After a scientific question has been posed, use data collected to develop answers.</u> (i.e. While conducting a scientific activity, stop and ask the students what is the question they are trying to answer and what types of data might be collected to help answer the question.). [C.4.5] |
| S.3.C.5 | Present scientific findings to an audience using multiple means. (i.e. Once the data has been collected for a scientific activity, have students present their findings to the class using, tables, charts, graphs—ask students which of the three means best helped them understand the |
| S.3.C.6 | Verbally justify conclusions with logical arguments. (i.e. After completing a scientific investigation, have students present conclusions that are based upon information discovered in |
| S.3.C.7 | <u>Generate additional questions for further investigation.</u> (i.e. After completing a scientific investigation, have students, based their conclusions, identify new questions that might be asked.) [C.4.8] |
| S.3.D.1 | <u>Observe and describe the properties of earth materials.</u> (color, weight, size, texture, etc. of rocks and soils.). [D.4.1] |
| S.3.D.2 | <u>Classify and group objects/substances based on their properties.</u> (Given a group of objects/substances, identify properties all have, and group the objects/substances in different ways based upon each of the properties). [D.4.2] |
| S.3.D.3 | <u>Discuss and describe how substances can exist in different states.</u> (water: solid (ice), liquid (water), and gas (steam)). [D.4.3] |

3rd Grade Science Benchmarks

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| S.3.D.4 | <u>Describe changes in objects.</u> (i.e. Soil or rock erodes away over time with water—Grand Canyon, etc.) [D.4.4] |
| S.3.D.5 | <u>Construct simple models of materials undergoing change</u> (i.e Construct a glacier). [D.4.5] |
| S.3.D.6 | <u>Observe and describe physical events in objects at rest or at motion.</u> (i.e. Conduct a model truck and rubber band activity to determine how far the truck will roll). [D.4.6] |
| S.3.D.7 | <u>Describe the difference between objects that are “touchable” and “untouchable”.</u> (i.e. air, water, rocks, heat waves, and solar energy). [D.4.8] |
| S.3.E.1 | <u>Describe earth materials using scientific vocabulary.</u> (i.e. determine the hardness of rocks, or describe how soils are different). [E.4.1] |
| S.3.E.2 | <u>Show that earth materials have different physical and chemical properties.</u> (i.e. Conduct an activity where water is filtered through different types of soil and determine how fast the water passes through the soil.) [E.4.2] |
| S.3.E.3 | <u>Describe land and water masses of the earth using science vocabulary.</u> (i.e. Water covers approximately 75% of the earth’s surface. Only a small percentage of this water is fresh water). [E.4.3] |
| S.3.E.4 | <u>Describe celestial objects and note their changes over time.</u> (i.e. Changes in the positions of the sun and moon during different seasons of the year). [E.4.4] |
| S.3.E.5 | <u>Using the science themes, describe patterns and cycles on a daily, annual, and long-term basis.</u> (i.e. Seasons of the year, rotation of the earth, etc.). [E.4.6] |
| S.3.E.6 | <u>Using the science themes, describe natural resources that you use at home, in your community and in the nation.</u> (i.e. Water, trees or by-products of trees, etc.). [E.4.7] |
| S.3.E.7 | <u>Describe resources that humans use in farming, mining, forestry.</u> (i.e. Soil, minerals, water, and trees). [E.4.8] |
| S.3.F.1 | <u>Describe how an organism meets its basic survival needs.</u> (i.e. Intake of air, water, food, find shelter). [F.4.1] |
| S.3.F.2 | <u>Explain how organisms respond to internal/external cues.</u> (i.e. hunger, thirst, coldness, dryness, etc.). [F.4.2] |
| S.3.F.3 | <u>----Describe several different organism life stages.</u> (tree, frog, flower, human, etc). [F.4.3] |
| S.3.F.4 | <u>Explain the connections among living and nonliving things in various environments.</u> (i.e. Predator-prey, plants/animals and their need for air and water, ecosystems, adaptations.). [F.4.4] |
| S.3.G.1 | <u>Identify several scientific occupations and how technology is used in them.</u> (i.e. A biologist using an aircraft to relocate animals). [G.4.1] |
| S.3.G.2 | <u>Identify combinations of simple machines to move goods and people.</u> (i.e. ramps, wheels, pulleys, levers, etc). [G.4.4] |
| S.3.G.3 | <u>Discuss various inventions, how they were invented, and the products from the invented devices or machines.</u> (i.e. wheels, calendars). [G.4.5] |
| S.3.H.1 | <u>As a result of science and technology, describe how we have been helped or hindered in providing for better food, transportation, communication or health care.</u> (i.e. Higher yield of crops by using chemicals which in turn may cause water pollution.). [H.4.1] |
| S.3.H.2 | <u>Describe, using the scientific themes, a state or local issues that helped or hindered by science and technology.</u> (i.e. The draining of a wetland area for new housing, farm land, industry which in turn destroys habitat for waterfowl.). [H.4.2] |

3rd Grade Social Studies Benchmarks

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| SS.3.A.1 | Identify the four cardinal and intermediate directions on a compass rose and use it to determine directions on a map or globe. (Find locations on a map of the Midwest) (A.1) |
| SS.3.A.2 | Use lines of latitude and longitude to locate various points on the globe. (Locating cities around the world i.e. Fort Worth, Dallas, Paris, Madrid, etc.) (A.4.1) |
| SS.3.A.3 | Use map keys and scales to relay information about a map. (Identify the meaning of symbols, calculate distances between two places, and locate landforms of the Southwest.) (A.1,A.2) |
| SS.3.A.4 | Identify the continents, oceans, mountain ranges, and human features such as cities, states, and borders. (Label a map of the continents and oceans, construct a map of continents and oceans from memory) (A.2, A.3) |
| SS.3.A.5 | Use atlases, grid systems, charts, graphs, maps and globes to gather information about the local community, Wisconsin, the United States and the world. (Answer questions about Corpus Christi, Texas) (A.5) |
| SS.3.A.6 | Describe ways people interact with their environment including land use, location of communities, and methods of construction and designs of shelter. (Map an area you would live using environmental resources; Robinson Crusoe) (A.4,6,8,9) |
| SS.3.A.7 | Identify connections between the local community and other places in Wisconsin, the United States, and the world (Venn diagram) (A.4.A.7) |
| SS.3.B.1 | Examine and use artifacts, documents, letters, diaries, maps photos, painting, oral presentations, graphs charts and timelines to construct an understanding of the past. (Study times lines of the American Flag; visit www.harcourtshcool.com/primary sources) (B.4.1-2-6) |
| SS.3.B.2 | Identify the importance of political values such as freedom, democracy, and justice by examining biographies, stories, narratives and folk tales. (Read biography of Ben Franklin; visit www.harcourtschool.com/biographies , read folktale of Casey Hones and listen to song) (B.4.3-5-7) |
| SS.3.B.3 | Compare and contrast contemporary life in the past by looking at social, economic, political and cultural roles played by individuals and groups. (locate Ireland on the map and research the potato famine; have a culture fest) (B.4.4 & 9) |
| SS.3.B.4 | Explain the significance of Independence Day and Martin Luther King Jr. Day, and symbols such as the United States flag, and flags and symbols of Wisconsin. (Compare your 4 th of July Celebration to the 1 st celebration) (B.4.2 & 6) |
| SS.3.B.5 | Identify Native American tribes in Wisconsin and examine their history and culture. (Research and oral report including objects, pictures, poems sayings) (B.4.9 & 10) |
| SS.3.B.6 | Compare past and present technology related to transportation. (group auto assembly line pg. 383; read Time for Kids; Inventors and Their Inventions) (B.4.8) |
| SS.3.C.1 | Explain responsibility and respect to family, peers and the community and give examples of rules and laws at each level. (develop classroom rules; hold a mock election; view Reading Rainbow video) (C.4.3-4 & 5) |
| SS.3.C.2 | Identify the purpose of the Declaration of Independence, the Constitution, and Bill of Rights. (visit internet site, Bens Guide to Government for Kids for information and to view the documents) (C.4.2 & 4) |
| SS.3.D.1 | Describe the role of money, banking and savings and how they relate to spending decisions and how this may affect others and us. (Read Time for Kids: Kids Making Money and Wall Street; Go through decision making activity pg. 251) (D.4.1,2 & 7) |
| SS.3.D.2 | Identify local industry and compare to other industries in other communities. (products map; tour Rhinelander Paper Mill; view video "Cranberry Bounce") (D.4.5 & 6) |

3rd Grade Social Studies Benchmarks

SS.3.D.3

Compare local private and public services. (speakers representing private and public interests; Time for Kids; Cities and Towns) (D.4.5 & 6)