

Language Arts Reading 3rd Grade

Benchmark Code – Subject: Language Arts = LA

Strand 1= Literature

Strand 2= Informational Text

Strand 3= Foundational Skills

Strand 4= Writing

Strand 5= Communication

Strand 6= Language

Strand 7= Media Literacy

Code: Subject.Grade.Strand#.Standard#. Benchmark#

Example: LA.3.1.4.3 – Language Arts, Third Grade, Strand 1, Standard 4, Benchmark 3

Strand 1: Literature

Standard 1: The student reads closely to identify key ideas and details in literature.

Benchmark Code	Benchmark
LA.3.1.1.1	The student will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.3.1.1.2	The students will recount stories, including fables, folktale, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
LA 3.1.1.3	The student will describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Standard 2: The student identifies the craft and structure of a story or selection.

Benchmark Code	Benchmark
LA.3.1.2.1	The student will determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.3.1.2.2	The student will 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.

LA.3.1.2.3	The student will distinguish their own point of view from that of the narrator or those of the characters.
Standard 3: The student integrates knowledge and ideas in literature.	
Benchmark Code	Benchmark
LA.3.1.3.1	The student will explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA 3.1.3.2	The student will 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).
Standard 4: The student increases own range of reading and level of text complexity in literature.	
Benchmark Code	Benchmark
LA.3.1.4.1	The student will read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently by the end of the school year.
Strand 2: Informational Text	
Standard 1: The student reads closely to identify key ideas and details in informational text.	
Benchmark Code	Benchmark
LA.3.2.1.1	The student will ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.
LA.3.2.1.2	The students will determine the main idea of a text; recount the key details and explain how they support the main idea.
LA 3.2.1.3	The student will describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Standard 2: The student identifies the craft and structure of a story or selection.	
Benchmark Code	Benchmark
LA.3.2.2.1	The student will determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
LA.3.2.2.2	The student will use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.3.2.2.3	The student will distinguish their own point of view from that of the author of a text.

Standard 3: The student integrates knowledge and ideas in informational text.	
Benchmark Code	Benchmark
LA.3.2.3.1	The student will use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA 3.2.3.2	The student will describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/ third in a sequence).
LA.3.2.3.3	The student will compare and contrast the most important points and key details presented in two texts on the same topic.

Standard 4: The student will increase own range of reading and level of text complexity in informational text.

Benchmark Code	Benchmark
LA.3.2.4.1	The student will read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Strand 3: Foundational Skills

Standard 1: Phonics and Word Recognition. The student knows and applies grade-level phonics and word analysis skills in decoding words.

Benchmark Code	Benchmark
LA.3.3.1.1	The student will identify and know the meaning of the most common prefixes and derivational suffixes.
LA.3.3.1.2	The students will decode words with common Latin suffixes.
LA 3.3.1.3	The student will decode multisyllable words.
LA.3.3.1.4	The students will read grade-appropriate irregularly spelled words.
LA.3.3.1.5	The student will use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).
LA.3.3.1.6	The students will use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.3.3.1.7	The students will consult reference materials, including beginning dictionaries, as needed to check and correct spellings

Standard 2: The student reads with sufficient accuracy and fluency to support comprehension.

Benchmark Code	Benchmark
LA.3.3.2.1	The student will read on-level text with purpose and understanding.
LA.3.3.2.2	The student will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

LA.3.3.2.3	The student will use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Strand 4: Writing	
Standard 1: Text Types and Purposes	
Benchmark Code	Benchmark Code
LA.3.4.1.1	The student will write opinion pieces on topics or texts, supporting a point of view with reasons. The opinion piece should introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons; provide reasons that support the opinion; use linking words and phrases (<i>e.g., because, therefore, since, for example</i>) to connect opinion and reasons; and provide a concluding statement or section.
LA.3.4.1.2	The student will write informative/explanatory texts to examine a topic and convey ideas and information clearly. The informative/explanatory text should introduce a topic and group related information together; include illustrations when useful to aiding comprehension; develop the topic with facts, definitions, and details; use linking words and phrases (<i>e.g., also, another, and, more, but</i>) to connect ideas within categories of information; and provide a concluding statement or section.
LA.3.4.1.3	The student will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. The narrative should establish a situation and introduce a narrator and/or character; organize an event sequence that unfolds naturally; use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use temporal words and phrases to signal event order; and provide a sense of closure.
Standard 2: Production and Distribution of Writing	
Benchmark Code	Benchmark Code
LA.3.4.2.1	The student will produce writing in which the development and organization are appropriate to task and purpose with guidance and support from adults.
LA.3.4.2.2	The student will develop and strengthen writing as needed by planning, revising, and editing with guidance and support from peers and adults.
Standard 3: Research to Build and Present Knowledge	
Benchmark Code	Benchmark Code
LA.3.4.3.1	The student will conduct short research projects that build knowledge about a topic.

LA.3.4.3.2	The student will recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Standard 9: Range of Writing	
Benchmark Code	Benchmark Code
LA.3.4.4.1	The student will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Strand 5: Communication	
Standard 1: Penmanship. The student engages in the writing process and writes to communicate ideas and experiences.	
Benchmark Code	Benchmark Code
LA.3.5.1.1	The student will continue to demonstrate legible printing skills.
Standard 2: Listening and Speaking. The student engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	
Benchmark Code	Benchmark Code
LA.3.5.2.1	The student will come to discussions, prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
LA.3.5.2.2	The student will follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.3.5.2.3	The student will ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.3.5.2.4	The student will explain their own ideas and understanding in light of the discussion.
LA.3.5.2.5	The student will determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.3.5.2.6	The student will ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.3.5.2.7	The student will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LA.3.5.2.8	The student will create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

LA.3.5.2.9	The student will speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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Strand 6: Language

Standard 1: Language Conventions. The student demonstrates command of the convention of standard English grammar and usage when writing or speaking.

Benchmark Code	Benchmark Code
LA.3.6.1.1	The student will use a range of complete sentences formed correctly (declarative, interrogative, and exclamatory), begin to use coordinating conjunctions in compound sentences appropriately, and experiments with uninterrupted dialogue and dependent clauses.
LA.3.6.1.2	The student will use plural nouns appropriately and noun/pronoun agreement correctly and begin to use the singular possessive nouns and abstract nouns (e.g., childhood) appropriately.
LA.3.6.1.3	The student will write in the present tense correctly and experiments with the present perfect.
LA.3.6.1.4	The student will use the past tense for regular and common irregular verbs from the grade level verb list correctly and experiments with the present perfect tense in oral language.
LA.3.6.1.5	The student will use subject and object pronouns correctly and begins to use possessive and reflexive pronouns appropriately.
LA.3.6.1.6	The student will write in the future tense correctly.
LA.3.6.1.7	The student will use adjectives correctly and begins to compare adjectives and use adverbs appropriately.
LA.3.6.1.8	The student will use prepositional phrases correctly in sentences.
LA.3.6.1.9	The student will use capital letters for the pronoun I, the beginning of a sentence, names of people and places, days of the week, months of the year, titles, and others correctly.
LA.3.6.1.9	The student will use commas in dates, addresses, and items in a series, and dialogue appropriately.
LA.3.6.1.10	The student will use new punctuation in writing: quotation marks in dialogue, apostrophes in possessives and contractions, and periods in abbreviations appropriately.

Standard 2: Vocabulary Acquisition and Use. The student determines the meaning of unknown words and phrases, understands words relationships in own meanings, and uses acquired words and phrases.

Benchmark Code	Benchmark
LA.3.6.2.1	The student will use sentence –level context as a clue to the meaning of a word or phrase.
LA.3.6.2.2	The student will determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).

LA.3.6.2.3	The student will use a known root word as a clue to the meaning of an unknown word with the same root.
LA.3.6.2.4	The student will use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.3.6.2.5	The student will distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).
LA.3.6.2.6	The student will identify real-life connections between words and their use (e.g., describe people who are <i>friendly or helpful</i>).
LA.3.6.2.7	The student will distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, and wondered</i>).
LA.3.6.2.8	The student will acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

Strand 7: Media Literacy

Standard 1: Media Literacy. The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

Benchmark Code	Benchmark Code
LA.3.7.1.1	The student will determine main content and supporting details, including distinguishing fact from opinion, in a print media message.
LA.3.7.1.2	The student will identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production.

Standard 2: Technology. The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.

Benchmark Code	Benchmark Code
LA.3.7.2.1	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, websites).
LA.3.7.2.2	The student will use technology (with guidance and support from adults) to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Math 3rd Grade

Benchmark Code—Subject: Math = M

Strand #1: Numeration and Computation

Strand #2: Measurement

Strand #3: Probability and Statistics/Data

Strand #4: Geometry

Strand#5: Algebraic Thinking or Concepts

Strand#6: Problem Solving

Code: Subject (M, S, SS, LA).Grade#.Strand#.Standard#. Benchmark#

Example: M.3.1.4.3 – Math, Grade 3, Strand 1, Standard 4, Benchmark 3

Strand 1: Numeration and Computation

Standard 1: Read and Write Numbers. The student reads, writes, adds, subtracts, and comprehends five-digit numbers.

Benchmark Code	Benchmark
M.3.1.1.1	The student will develop place value understanding to 100,000.
M.3.1.1.2	The student will write a number in several ways.
M.3.1.1.3	The student will compare numbers up to 5 digits.
M.3.1.1.4	The student will add and subtract two-digit numbers mentally.
M.3.1.1.5	The student will use place value to accurately estimate to 100,000.
M.3.1.1.6	The student will use place value understanding and properties of operations to perform multi-digit arithmetic.

Standard 2: Multiplication and Division. The student multiplies and divides with numbers up to 12.

Benchmark Code	Benchmark
M.3.1.2.1	The student will understand properties of multiplication and the relationship between multiplication and division using fact triangles.
M.3.1.2.2	The student will fluently multiply and divide within 144 (12 x 12) from memory.
M.3.1.2.3	The student will fluently multiply multiples of 10, 100, and 1000.
M.3.1.2.4	The student will use arrays and drawings to solve equal grouping/equal sharing multiplication and division problems with and without remainders.
M.3.1.2.5	The student will make comparisons that involve multiplication or division.

M.3.1.2.6	The student will use partial products algorithm and lattice multiplication to solve 1-digit x 2 or 3- digit numbers and 2-digit x 2- digit numbers.
M.3.1.2.7	The student will identify factors of a number.
Standard 3: Fractions. The student understands, interprets, and represents fractions.	
Benchmark Code	Benchmark
M.3.1.3.1	The student will identify parts of a shaded grid, set, and on a number line.
M.3.1.3.2	The student will find equivalent fractions that include $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$, using manipulatives and drawings.
M.3.1.3.3	The student will compare and order fractions using drawings.
M.3.1.3.4	The student will convert between mixed numbers and fractions using pictures.
M.3.1.3.5	The student will understand that symbols such as $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ represent numbers called unit fractions that serve as building blocks for all fractions.
M.3.1.3.6	The student will solve problems using fraction parts of a collection.
Standard 4: Decimals. The student understands, interprets, and represents decimals.	
Benchmark Code	Benchmark
M.3.1.4.1	The student will write decimals to represent a shaded grid.
M.3.1.4.2	The student will write decimal numbers by using place value to hundredths.
M.3.1.4.3	The student will order and compare decimal numbers to hundredths.
Strand 2: Measurement	
Standard 1: The student recognizes why measurements need units and know how to use common units.	
Benchmark Code	Benchmark
M.3.2.1.1	The student will measure accurately with a ruler to the nearest $\frac{1}{4}$ inch and $\frac{1}{2}$ inch.
M.3.2.1.2	The student will identify appropriate units of measure for common household and school items.
M.3.2.1.3	The student will tell time to the nearest minute and identify quarter past, half past, and quarter on a clock in analog and digital format.
M.3.2.1.4	The student will solve hour and half-hour elapsed time problems.

M.3.2.1.5	The student will identify coins and dollar amounts to solve change problems to \$100 and create equal sharing solutions using money to \$100.
M.3.2.1.6	The student will make reasonable estimates with money word problems.
M.3.2.1.7	The student will fluently know common equivalencies for time (1 hour = 60 minutes, 1 minute = 60 seconds, 24 hours = 1 day, 7 days = 1 week, 52 weeks = 1 year).
M.3.2.1.8	The student will fluently know common equivalencies for US money (\$1.00 = 4 quarters = 10 dimes = 20 nickels) and represent money with appropriate dollar and cents signs.
M.3.2.1.9	The student will fluently know common equivalencies and abbreviations for US length measurements (12 inches = 1 foot, 3 feet = 1 yard, 36 inches = 1 yard) and readily convert between inches or feet to yards.
M.3.2.1.10	The student will calculate volume of rectangular prisms accurately using manipulatives.
M.3.2.1.11	The student will measure the mass of objects using a pan balance.
Strand 3: Probability and Statistics/Data	
Standard 1: The student understands and uses the language of probability.	
Benchmark Code	Benchmark
M.3.3.1.1	The student will use basic probability terms.
M.3.3.1.2	The student will make a frequency table, a bar graph, and a line plot.
M.3.3.1.3	The student will use fractions to record probability of events.
M.3.3.1.4	The student will use random draws to predict outcomes.
M.3.3.1.5	The student will collect and organize data for use in predicting outcomes.
M.3.3.1.6	The student will use the area model of probability and solve simple spinner problems.
M.3.3.1.7	The student will explain a prediction for the outcome of an experiment.
M.3.3.1.8	The student will find maximum and minimum values on a graph.

Strand 4: Geometry

Standard 1: Geometric figures. The student recognizes basic elements of geometric figures and uses them to describe shapes.

Benchmark Code	Benchmark
M.3.4.1.1	The student will accurately identify, draw, and label points, rays, intersecting and parallel line segments, lines, and various types of angles in both mathematical and everyday settings.
M.3.4.1.2	The student will accurately identify 2 dimensional shapes to ten sides, and identify, describe, model, and compare plane and solid figures including circles, polygons, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes using appropriate terms including face, edge, vertex, and base.
M.3.4.1.3	The student will accurately identify lines of symmetry in geometric designs.
M.3.4.1.4	The student will calculate right angle turns clockwise and counterclockwise $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and identify these as 90, 180, 270, and 360 degrees.
M.3.4.1.5	The student will accurately identify 3-dimensional shapes and indicate numbers of faces, edges, vertices using 2D pictures of 3D shapes.
M.3.4.1.6	The student will compare 2D shapes for similarity and congruence.
M.3.4.1.7	The student will know definitions of polygons, quadrilaterals, and parallelograms.
M.3.4.1.8	The student will describe and use strategies for calculating perimeter and area in rectangles with 2 given side measurements and in squares with 1 given side measurement.
M.3.4.1.9	The student will accurately calculate area in graphic form by counting squares in a grid.
M.3.4.1.10	The student will read a coordinate grid.

Strand 5: Algebraic Thinking and Concepts

Standard 1: Whole Number Relationships. The student explores and understands arithmetic relationships among positive whole numbers.

Benchmark Code	Benchmark
M.3.5.1.1	The student will understand the inverse relationship between addition and subtraction and between multiplication and division, and the commutative laws of multiplication and addition.
M.3.5.1.2	The student will find the unknown in simple equations that involve one or more of the four arithmetic operations.
M.3.5.1.3	The student will identify and use number patterns to solve problems.

Strand 6: Problem-Solving

Standard 1: Math Reasoning. The student solves contextual, experiential, and verbal problems that require several steps and more than one arithmetic operation.

Benchmark Code	Benchmark
M.3.6.1.1	The student will use mental arithmetic and paper-pencil algorithms to solve word problems with the 4 operations.
M.3.6.1.2	The student will express answers clearly in verbal, numerical, or graphical (bar or picture) form, using units whenever appropriate.
M.3.6.1.3	The student will solve equations and number stories that use parentheses.
M.3.6.1.4	The student will use estimation strategies to solve number stories.

Social Studies

3rd Grade

Benchmark Code – Subject: Social Studies = SS

Strand 1 = Historical Understandings

Strand 2 = Geographic Understandings

Strand 3 = Government/Civic Understandings

Strand 4 = Economic Understandings

Code: Grade.Strand#.Standard#. Benchmark#

Example: M.3.1.4.3 –Social Studies, Third Grade, Strand 1, Standard 4, Benchmark 3

Strand 1: Historical Understandings

Standard 1: The student demonstrates an understanding of how communities change over time.

Benchmark Code	Benchmark
SS.3.1.1.1	The student will describe the functions of communities.
SS.3.1.1.2	The student will recognize historical events, individuals, buildings, and places in the community.

Standard 2: The student examines important individuals and how they helped America change and grow.

Benchmark Code	Benchmark
SS.3.1.2.1	The student will identify the contributions made by contemporary figures such as Walt Disney, Albert Einstein, Rosa Parks, Eleanor Roosevelt, etc.
SS.3.1.2.2	The student will identify the contributions made by key Mexican leaders and compare and contrast their achievements with some of the above leaders (e.g.-Washington and Hidalgo).
SS.3.1.2.3	The student will realize how the daily lives of these people were different from and similar to life in the modern world.

Standard 3: The student understands that different ethnic groups share their culture in the community.

Benchmark Code	Benchmark
SS.3.1.3.1	The student will describe some of the traditions and legends in own community and connect them to other traditions and legends around the world.
SS.3.1.3.2	The student will recognize the important role of immigration in the development of the United States.
SS.3.1.3.3	The student will identify how different cultural groups celebrate their heritage through holidays and patriotic symbols.
SS.3.1.3.4	The student will understand how memorials and monuments honor important people and event.

Strand 2: Geographical Understandings

Standard 1: The student identifies areas of cultural boundaries on a map and defines through application basic geographic concepts and terms.

Benchmark Code	Benchmark
SS.3.2.1.1	The student will organize and interpret information from maps.
SS.3.2.1.2	The student will refine map skills by learning to interpret different types of maps, (e.g. population maps, land form maps, route maps, or product maps).
SS.3.2.1.3	The student will understand hemispheres and intermediate directions.
SS.3.2.1.4	The student will distinguish between line of latitude and lines of longitude and recognize continents and oceans.

Standard 2: The student examines how important individuals adapted to and were influenced by their environment.

Benchmark Code	Benchmark
SS.3.2.2.1	The student will describe how environmental conditions in another region affect its inhabitants, and compare those effects to how environmental conditions affect the region where the students live.

Standard 3: The student identifies major geographical features and their influence on the surrounding environment.

Benchmark Code	Benchmark
SS.3.2.3.1	The student will begin to identify geographical regions in the USA and landforms around the world including vegetation and climate.
SS.3.2.3.2	The student will identify the natural resources in their own region and examine what industries are found there.
SS.3.2.3.3	The student will distinguish rural and urban communities and relate the location to available resources.

Strand 3: Government and Civic Understandings

Standard 1: The student identifies with their community, its leaders, and the work they do.

Benchmark Code	Benchmark
SS.3.3.1.1	The student will discuss that the work of government leaders is to solve the community's problems.
SS.3.3.1.2	The student will recognize that community leaders can be volunteers, or elected or appointed government workers.
SS.3.3.1.3	The student will demonstrate classroom and school citizenship based on the school mission, vision, and core beliefs.

Standard 2: The student demonstrates an understanding of good citizenship.

Benchmark Code	Benchmark
SS.3.3.2.1	The student will describe the rights and responsibilities of citizenship such as participation, cooperation, rules and consequences, and voting.

SS.3.3.2.2	The student will identify character traits such as honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment.
Standard 3: The student differentiates levels and branches of government.	
Benchmark Code	Benchmark
SS.3.3.3.1	The student will identify the roles of the following government officials: President, Congress, Governor, Mayor, Judge, and Councilman/woman.
SS.3.3.3.2	The student will demonstrate knowledge of local, state, country, and federal lawmakers, and identify where they work (e.g.-the U.S. president).
SS.3.3.3.3	The student will identify the Mexican president, governor, and the city mayor.
SS.3.3.3.4	The student will discuss how the laws made by the government are for the greater good of the community.
SS.3.3.3.5	The student will compare the branches of the American government with the Mexican government.

Science Curriculum

3rd Grade

Benchmark Code – Subject: Science= S

Strand 1 = Life Science

Strand 2 = Chemistry

Strand 3 = Earth Science

Strand 4 = Physics

Strand 5 = Scientific Inquiry

Code: Subject.Grade.Strand#.Standard#.Benchmark#

Example: S.3.2.1.1 – Science, Third Grade , Strand 2, Standard 1, Benchmark 1

Strand 1: Life Science

Standard 1: The Living Environment

The student learns and asks questions about an increasing variety of organisms. The student identifies similarities and differences among them. The student identifies processes and cycles in nature.

Benchmark Code	Benchmark
S.3.1.1.1	The student will identify the uses humans have for plants (food, shelter, medicine, and ornamentation) and give examples of each.
S.3.1.1.2	The student will explain how plants reproduce.
S.3.1.1.3	The student will show how plants use photosynthesis to make their own food.
S.3.1.1.4	The student will specify that people need water, food, air, waste removal, and a particular range of temperature.
S.3.1.1.5	The student will explain that eating a variety of healthful foods (using the food pyramid) and getting enough exercise and rest help people stay healthy.
S.3.1.1.6	The student will discuss contamination and conservation of water.
S.3.1.1.7	The student will construct models that describe cycles (e.g. - carbon dioxide/oxygen, life cycle).

Standard 2: Body Systems

The student works with a variety of body systems and learns to identify and describe the different systems and individual parts.

Benchmark Code	Benchmark
S.3.1.2.1	The student will identify and describe functions of the digestive, respiratory, circulatory, nervous, and muscular/skeletal body systems.

S.3.1.2.2	The student will discuss the importance of safety rules and good health practices for the care and protection of own body.
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Strand 3: Earth Science

Standard 1. The student observes and describes how the earth is constantly moving and changing through time. The student studies how living things depend on each other.

Benchmark Code	Benchmark
S.3.3.1.1	The student will describe how to protect and care for their environment.
S.3.3.1.2	The student will recognize how matter takes different forms and is constantly recycled through a closed system such as the water and weather cycles.

Standard 2: Origin and Evolution of the Earth System
The student answers open-ended questions about the origin of the Earth.

Benchmark Code	Benchmark
S.3.3.2.1	The student will describe the characteristics of the different kinds of objects in our solar system (the Sun, planets, satellites, comets, meteors, moon phases, and asteroids).

Standard 3: The student describes the evolution and life of galaxies.

Benchmark Code	Benchmark
S.3.3.3.1	The student will recognize the apparent motion of the sun, moon, and stars.
S.3.3.3.1	The student will report on efforts to explore space.
S.3.3.3.3	The student will explore relationships among the solar system, galaxy, and the universe.

Strand 5: Scientific Inquiry

Standard 1: Scientific Thinking

The student uses a variety of skills and techniques when attempting to answer questions and solve problems. The student describes his/her observations accurately and clearly, using numbers, words, and drawings, and is able to communicate his/her thinking to others.

Benchmark Code	Benchmark
S.3.5.1.1	The student will recognize and explain that when a scientific investigation is repeated, a similar result is expected.
S.3.5.1.2	The student will participate in different types of guided scientific investigations, such as observing objects and events.
S.3.5.1.3	The student will discuss the results of investigations and consider the explanations of others.

S.3.4.1.4	The student will demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one's own conclusions about findings.
S.3.5.1.5	The student will keep a notebook that describes observations and is understandable weeks or months later.
S.3.5.1.6	The student will appropriately use simple tools, such as rulers, scissors, and other technology such as calculators.
S.3.5.1.7	The student will make diagrams/pictures and write descriptions to aid in explaining procedures or ideas.
S.3.5.1.8	The student will observe and describe how some changes are very slow and some are very fast and that some of these changes may be hard to see and/or record.
S.3.5.1.9	The student will ask "How do you know?" questions and attempt reasonable answers when others ask the same question.
S.3.5.1.10	The student will apply mathematics in scientific contexts.