



# Arkansas

## 3rd Grade Standards Alignment

		Basic Government					U.S. Physical Regions					American Inventors					Diverse Contributors				
		Secret Selection	Branch Building	Rights Rap	Levels of Leaders	Law Lesson	Large Lighthouse	Southeast Swamps	Midwest Market	Southwest Sunshine	West Walking	Bell's Brainchild	Wizard of Menlo Park	Cyrus Step-Saver	Ford's Focus	Fulton's Ferry	Harriet's Heroics	Safe Signal	Susan's Social	Carver's Commercial	Sending Secrets
<b>Social Studies</b>	<b>C.1.3.1</b>	Civics and Government: Discuss the origins of the United States founding documents (e.g., U.S. Constitution, Bill of Rights)																			
	<b>C.1.3.2</b>	Civics and Government: Identify responsibilities and powers of government officials in different branches of state government																			
	<b>C.1.3.3</b>	Civics and Government: Explain the functions and structure of the state government																			
	<b>C.2.3.1</b>	Civics and Government: Investigate origins of state and national symbols, patriotic songs, and mottos																			
	<b>C.2.3.2</b>	Civics and Government: Demonstrate the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags																			
	<b>C.2.3.3</b>	Civics and Government: Compare rights and responsibilities of citizens in different times and places																			
	<b>C.2.3.4</b>	Civics and Government: Use deliberative processes when making decisions and acting upon civic problems in the classroom and school																			
	<b>C.3.3.1</b>	Civics and Government: Examine the process for creating rules and laws at the local level																			
	<b>C.3.3.2</b>	Civics and Government: Compare ways people interact with rules and laws to improve their community																			
	<b>C.3.3.3</b>	Civics and Government: Compare ways people benefit from and are challenged by working together in response to local and state problems																			



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<b>Social Studies</b>	<b>E.4.3.1</b>	Economics: Illustrate examples of scarcity and opportunity cost within the local community and different regions in the state																			
	<b>E.4.3.2</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>E.5.3.1</b>	Economics: Examine the relationship between human capital and productivity (e.g., division of labor, specialization)																			
	<b>E.5.3.2</b>	Economics: Articulate ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services in Arkansas																			
	<b>E.5.3.3</b>	Economics: Analyze economic factors in a market (e.g., supply, demand, competition, incentives)																			
	<b>E.6.3.1</b>	Economics: Explain functions and characteristics of money in the United States																			
	<b>E.6.3.2</b>	Economics: Explain functions of banks (e.g., saving, checking, loans, investments)																			
	<b>E.6.3.3</b>	Economics: Explain the difference between public and private goods and services																			
	<b>E.6.3.4</b>	Economics: Identify factors that affect our economy (e.g., unemployment, inflation)																			
	<b>E.7.3.1</b>	Economics: Illustrate the relationships among imports, exports, and global interdependence																			



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<b>Social Studies</b>	<b>E.7.3.2</b>	Economics: Describe how people in various places and regions are affected by trade																			
	<b>G.8.3.1</b>	Geography: Use maps to describe the spatial organization of the community using relative location, distance, direction, and scale																			
	<b>G.8.3.2</b>	Geography: Use thematic maps (e.g., climate, political, physical) and other geographic representations to describe physical and human characteristics of a variety of places in Arkansas and the interactions that shape them																			
	<b>G.8.3.3</b>	Geography: Construct maps and other geographic representations of the local community, including physical and human characteristics, title, legend, compass rose																			
	<b>G.9.3.1</b>	Geography: Examine environmental problems and ways in which these problems are addressed																			
	<b>G.9.3.2</b>	Geography: Describe effects of cultural characteristics on population distribution in a specific place																			
	<b>G.9.3.3</b>	Geography: Investigate ways environmental characteristics influence people's decisions in Arkansas and the United States (e.g., settlement, jobs, agriculture, industry)																			
	<b>G.10.3.1</b>	Geography: Analyze ways natural resources influence where people settle in Arkansas and the United States																			



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<b>Social Studies</b>	<b>G.10.3.2</b>	Geography: Explain effects of the movement and distribution of people, goods, and ideas on communities using a variety of sources (e.g., print and digital sources, geographic representations, geospatial technologies)																			
	<b>G.10.3.3</b>	Geography: Describe diverse groups and reasons why they settled in Arkansas (e.g., push- pull- factors)																			
	<b>G.11.3.1</b>	Geography: Trace global connections of raw materials that are used to produce familiar products																			
	<b>G.11.3.2</b>	Geography: Describe ways natural and human-made disasters in one place affect people living in other places (e.g., civically, geographically, economically)																			
	<b>H.12.3.1</b>	History: Create historical narratives using chronological sequences of related events in the community, region, or state (e.g., origin of a historic celebration in the community, Arkansas Traveler, important person)																			
	<b>H.12.3.2</b>	History: Explain the importance of people and events on timelines to show understanding of historical significance in early Arkansas history (e.g., American Indians, exploration, settlement, statehood)																			



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<b>Social Studies</b>	<b>H.12.3.3</b>	History: Compare specific regions of Arkansas in the past with those regions today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication)																			
	<b>H.12.3.4</b>	History: Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity																			
	<b>H.12.3.5</b>	History: Analyze relationships of national symbols, holidays, and historic places (e.g., Liberty Bell, Fourth of July, Daisy Bates Day, Little Rock Nine, Central High School)																			
	<b>H.13.3.1</b>	History: Explain how multiple perspectives are portrayed through historical narratives																			
	<b>H.13.3.3</b>	History: Support answers to compelling questions about a significant historical event or person using evidence from a variety of primary and secondary sources																			
	<b>H.13.3.4</b>	History: Discuss the intended audience and purpose of a historical source																			



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<b>Social Studies</b>	<b>H.13.3.5</b>	History: Formulate questions that relate to a specific historical event or person in Arkansas to guide inquiry																			
	<b>H.13.3.6</b>	History: Examine current or historical events in Arkansas or the United States in terms of cause and effect																			
<b>Language Arts</b>	<b>RI.3.1</b>	Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.																			
	<b>RI.3.2</b>	Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.																			
	<b>RI.3.3</b>	Key Ideas and Details: 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.																			
	<b>RI.3.4</b>	Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.																			



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<b>Language Arts</b>	<b>RI.3.5</b>	Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>RI.3.6</b>	Craft and Structure: Distinguish their own point of view from that of the author of a text.																			
	<b>RI.3.7</b>	Integration of Knowledge and Ideas: 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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>RI.3.8</b>	Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).																			
	<b>RI.3.9</b>	Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.																			
	<b>RI.4.10</b>	Range of Reading and Level of Text Complexity: By the end of the year, 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>W.3.1</b>	Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>W.3.2</b>	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.																			



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<b>Language Arts</b>	<b>W.3.3</b>	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.																			
	<b>W.3.4</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>W.3.5</b>	Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.																			
	<b>W.3.6</b>	Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.																			
	<b>W.3.7</b>	Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.																			
	<b>W.3.8</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓





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<b>Language Arts</b>	<b>W.3.10</b>	Range of Writing: 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.																			
	<b>SL.3.1</b>	Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.																			
	<b>SL.3.2</b>	Comprehension and Collaboration: 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.																			
	<b>SL.3.2</b>	Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.																			
	<b>SL.3.4</b>	Presentation of Knowledge and Ideas: 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.																			
	<b>SL.3.5</b>	Presentation of Knowledge and Ideas: 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.																			



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<b>Language Arts</b>	<b>SL.3.6</b>	Presentation of Knowledge and Ideas: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	