



Mind Missions®

Illinois

3rd Grade Standards Alignment

		U.S. Community Builders					U.S. Civic Leaders					Human Environment Interaction					Heroes for Humanity				
		Garcia's Gifts	Hershey's Home	Hull-House for Sale	Pierre's Plan	Boone's Bear	Marshall's Mallet	Booker's Build	Courageous Catch	Douglass Disguise	Sojourner's Truth	Species Speaker	Water Wall	Plastic PSA	Dry Desert	Turning Turbine	Sincere Service	Mandela's Message	Salt Shoes	Rosa's Rain	Money for Malala
Inquiry	IS.1.3	Developing Questions and Planning Inquiries: Develop essential questions and explain the importance of the questions to self and others.																			
	IS.2.3	Developing Questions and Planning Inquiries: Create supporting questions to help answer essential questions in an inquiry.																			
	IS.3.3	Developing Questions and Planning Inquiries: Determine sources representing multiple points of view that will assist in answering essential questions.																			
	IS.4.3	Evaluating Sources and Using Evidence: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.																			
	IS.5.3	Evaluating Sources and Using Evidence: Develop claims using evidence from multiple sources to answer essential questions.																			
	IS.6.3	Communicating Conclusions and Taking Informed Action: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.																			
	IS.7.3	Communicating Conclusions and Taking Informed Action: Identify a range of local problems and some ways in which people are trying to address these problems.																			
	IS.8.3	Communicating Conclusions and Taking Informed Action: Use listening, consensus- building, and voting procedures to decide on and take action in their classroom and school.																			
Concepts	SS.CV.1.3	Civic and Political Institutions: Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.																			
	SS.CV.2.3	Civic and Political Institutions: Explain how groups of people make rules to create responsibilities and protect freedoms.																			



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Concepts	SS.CV.3.3	Participation and Deliberation: Compare procedures for making decisions in the classroom, school, and community.																			
	SS.CV.4.3	Processes, Rules, and Law: Describe how people have tried to improve their communities over time.																			
	SS.G.1.3	Geographic Representations: Locate major landforms and bodies of water on a map or other representation.																			
	SS.G.2.3	Human-Environment Interaction: Compare how people modify and adapt to the environment and culture in our community to other places.																			
	SS.G.3.3	Global Interconnectedness: Show how consumption of products connects people to distant places.																			
	SS.EC.1.3	Economic Decision Making: Compare the goods and services that people in the local community produce and those that are produced in other communities.																			
	SS.EC.2.3	Exchange and Markets: Generate examples of the goods and services that governments provide.																			
	SS.EC.FL.3.3	Financial Literacy: Describe the role of banks and other financial institutions in an economy.																			
SS.EC.FL.4.3	Financial Literacy: Explain that when people borrow, they receive something of value now and agree to repay the lender over time.																				



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Concepts	SS.H.1.3	Change, Continuity, and Context: Create and use a chronological sequence of events.																			
	SS.H.2.3	Perspectives: Describe how significant people, events, and developments have shaped their own community and region.																			
	SS.H.3.3	Historical Sources and Evidence: Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.																			
CCSS ELA	RI.3.1	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.																			
	RI.3.2	Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.																			
	RI.3.3	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.																			
	RI.3.4	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.																			
	RI.3.5	Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.																			
	RI.3.6	Craft and Structure: Distinguish their own point of view from that of the author of a text.																			



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CCSS ELA	RI.3.7	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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	RI.3.8	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).																				
	RI.3.9	Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.																				
	RI.4.10	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	W.3.1	Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	W.3.2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.																				
	W.3.3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.																				
	W.3.4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	W.3.5	Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.																				



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CCSS ELA	W.3.6	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.																			
	W.3.7	Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.																			
	W.3.8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	W.3.10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SL.3.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SL.3.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SL.3.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SL.3.4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SL.3.5	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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CCSS ELA	SL.3.6	Presentation of Knowledge and Ideas: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	U.S. Community Builders					U.S. Civic Leaders					Human Environment Interaction					Heroes for Humanity				
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			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	