



Mind Missions®

Indiana

3rd Grade Standards Alignment

		Basic Government					Human Environment Interaction					U.S. Physical Regions					Folktales				
		Secret Selection	Branch Building	Rights Rap	Levels of Leaders	Law Lesson	Species Speaker	Water Wall	Plastic PSA	Dry Desert	Turning Turbine	Large Lighthouse	Southeast Swamps	Midwest Market	Southwest Sunshine	West Walking	Molly's Pitcher	Scream Saver	Bill's Bounce	Kate's Catch	Plant Protector
Social Studies	3.1.1	History: Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived. Example: Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi and Wyandotte.																			
	3.1.2	History: Explain why and how the local community was established and identify its founders and early settlers.																			
	3.1.3	History: Describe the role of the local community and other communities in the development of the state's regions.																			
	3.1.4	History: Give examples of people, events and developments that brought important changes to your community and the region where your community is located.																			
	3.1.5	History: Create simple timelines that identify important events in various regions of the state.																			
	3.1.6	History: Use a variety of resources to gather information about your region's communities; identify factors that make the region unique, including cultural diversity, industry, the arts and architecture.																			
	3.1.7	History: Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.																			
	3.1.8	History: Describe how your community has changed over time and how it has stayed the same.																			



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Social Studies	3.1.9	History: Define immigration and explain how immigration enriches community.																			
	3.2.1	Civics and Government: Discuss the reasons governments are needed and identify specific goods and services that governments provide.																			
	3.2.2		✓	✓	✓	✓															
	3.2.3	Civics and Government: Identify and explain the duties of and selection process for local and state government officials who make, implement and enforce laws.																			
	3.2.4	Civics and Government: Explain that the United States has three levels of government (local, state and national) and that each level has special duties and responsibilities.																			
	3.2.5	✓				✓															
	3.2.6	✓				✓															



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Social Studies	3.2.7	Civics and Government: Use information from a variety of resources to demonstrate an understanding of local, state and regional leaders and civic issues.																			
	3.3.1	Geography: Use labels and symbols to locate and identify physical and political features on maps and/or globes.																			
	3.3.2	Geography: Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.																			
	3.3.3	Geography: Locate Indiana and other Midwestern states on maps using simple grid systems.																			
	3.3.4	Geography: Identify the northern, southern, eastern and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another																			
	3.3.5	Geography: Explain that regions are areas that have similar physical and cultural characteristics*. Identify Indiana and the local community as part of a specific region.																			
	3.3.6	Geography: Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.																			
	3.3.7	Geography: Compare the cultural characteristics of their community within communities in other parts of the world.																			



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Social Studies	3.3.8	Geography: Identify the major climate regions of the United States and explain their characteristics.																			
	3.3.9	Geography: Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.																			
	3.3.10	Geography: Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.																			
	3.3.11	Geography: Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.																			
	3.3.12	Geography: Use a variety of resources to demonstrate an understanding of regional environmental issues and examine the ways that people have tried to solve these problems.																			
	3.3.13	Geography: Identify and describe how human systems and physical systems have impacted the local environment.																			
	3.4.1	Economics: Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs*.																			
	3.4.2	Economics: Give examples of goods and services provided by local business and industry.																			
	3.4.3	Economics: Give examples of trade in the local community and explain how trade benefits both parties.																			



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Social Studies	3.4.4	Economics: Define interdependence and give examples of how people in the local community depend on each other for goods and services.																			
	3.4.5	Economics: List the characteristics of money and explain how money makes trade and the purchase of goods easier.																			
	3.4.6	Economics: Explain that buyers and sellers interact to determine the prices of goods and services in markets.																			
	3.4.7	Economics: Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.																			
	3.4.8	Economics: Gather data from a variety of resources about changes that have had an economic impact on your community.																			
	3.4.9	Economics: Identify different ways people save their income and explain advantages and disadvantages of each.																			
Language Arts	3.RN.1	Reading Nonfiction: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.																			
	3.RN.2.1	Reading Nonfiction: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.																			



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Language Arts	3.RN.2.2	Reading Nonfiction: Determine the main idea of a text; recount the key details and explain how they support the main idea.																			
	3.RN.2.3	Reading Nonfiction: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.																			
	3.RN.3.1	Reading Nonfiction: Apply knowledge of text features to locate information and gain meaning from a text.																			
	3.RN.3.2	Reading Nonfiction: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.																			
	3.RN.3.3	Reading Nonfiction: Distinguish one's own perspective from that of the author of the text.																			
	3.RN.4.1	Reading Nonfiction: Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.																			



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Language Arts	3.RN.4.2	Reading Nonfiction: Compare and contrast the most important points and key details presented in two texts on the same topic.																			
	3.RV.1	Reading Vocabulary: Build and use accurately conversational, general academic, and content-specific words and phrases.																			
	3.RV.2.1	Reading Vocabulary: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.																			
	3.RV.2.2	Reading Vocabulary: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).																			
	3.RV.2.4	Reading Vocabulary: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.																			
	3.RV.2.5	Reading Vocabulary: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.																			



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Language Arts	3.RV.3.1	Reading Vocabulary: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).																				
	3.RV.3.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	3.RV.3.3	Reading Vocabulary: Recognize the meanings of idioms in context.																				
	3.W.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	3.W.2.1	Writing: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.																				
	3.W.2.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3.W.3.1	Writing: Write persuasive compositions in a variety of forms that – <ul style="list-style-type: none"> • State the opinion in an introductory statement or section. • Support the opinion with reasons in an organized way • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section. 																				



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Language Arts	3.W.3.2	Writing: Write informative compositions on a variety of topics that – <ul style="list-style-type: none"> • State the topic, develop a main idea for the introductory paragraph, and group related information Together. • Develop the topic with facts and details. • Connect ideas within categories of information using words and phrases. • Use text features (e.g., pictures, graphics) when useful to aid comprehension. • Provide a concluding statement or section. 																			
	3.W.3.3	Writing: Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> • Establish an introduction (e.g., situation, narrator, characters). • Include specific descriptive details and clear event sequences. • Include dialogue. • Connect ideas and events using introduction and transition words. • Provide an ending. 																			
	3.SL.1	Speaking and Listening: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.																			
	3.SL.2.1	Speaking and Listening: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.																			
	3.SL.2.2	Speaking and Listening: Explore ideas under discussion by drawing on readings and other information.																			
	3.SL.2.3	Speaking and Listening: Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Language Arts	3.SL.2.4	Speaking and Listening: Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3.SL.2.5	Speaking and Listening: Explain personal ideas and understanding in reference to the discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3.SL.3.1	Speaking and Listening: Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3.SL.3.2	Speaking and Listening: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3.SL.4.1	Speaking and Listening: Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3.SL.4.2	Speaking and Listening: Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3.SL.4.3	Speaking and Listening: Students are expected to build upon and continue applying conventions learned previously.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓