



Mind Missions®

Ohio

3rd Grade

Standards Alignment

		U.S. Community Builders					U.S. Civic Leaders					American Inventors					Human Environment Interaction				
		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	Bell's Brainchild	Wizard of Menlo Park	Cyrus Step-Saver	Ford's Focus	Fulton's Ferry	Species Speaker	Water Wall	Plastic PSA	Dry Desert	Turning Turbine
Social Studies	3.1	History: Events in local history can be shown on timelines organized by years, decades and centuries.																			
	3.2	History: Primary and secondary sources can be used to show change over time.																			
	3.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										
	3.4	Geography: Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.																			
	3.5		✓					✓				✓	✓							✓	
	3.6											✓	✓		✓		✓	✓	✓		✓
	3.7											✓	✓	✓	✓	✓					
	3.8	✓		✓			✓	✓	✓	✓	✓										
	3.9	✓	✓	✓			✓	✓	✓	✓	✓										



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Social Studies	3.10.	Government: Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.																			
	3.11	Government: Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.																			
	3.12	Government: Governments have authority to make and enforce laws.																			
	3.13	Government: The structure of local governments may differ from one community to another.																			
	3.14	Economics: Line graphs are used to show changes in data over time.																			
	3.15	Economics: Both positive and negative incentives affect individuals' choices and behaviors.																			
	3.16	Economics: Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.																			
	3.17	Economics: A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and services.																			
	3.18	Economics: A market is where buyers and sellers exchange goods and services.																			
	3.19	Economics: Making decisions involves weighing costs and benefits.																			



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Social Studies	3.2	Economics: A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.																				
	Language Arts	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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Language Arts	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.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Language Arts	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.																			
	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	Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.																			
	W.3.10	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.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Language Arts	SL.3.1	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.																			
	SL.3.2	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.																			
	SL.3.2	Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.																			
	SL.3.4	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.																			
	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.																			
	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.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓