



Mind Missions®

Oregon

3rd Grade Standards Alignment

		Basic Government					U.S. Civic Leaders					American Inventors					Citizens of Character					
		Secret Selection	Branch Building	Rights Rap	Levels of Leaders	Law Lesson	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	Ruby's Reward	Clara's Carrier	Helen's Hardship	Soup Saver	Park Protector	
Social Studies	3.1	Civics and Government: Examine how different levels of city and county government provide services to members of a community.								✓												
	3.2	Civics and Government: Describe the responsibilities of people in their community and state.					✓			✓	✓											
	3.3	Civics and Government: Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.								✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	3.4.	Economics: Describe the relationship between producers and consumers.													✓	✓						
	3.5.	Economics: Explain how profit influences sellers in markets.													✓							
	3.6.	Economics: Identify key industries of Oregon.																				
	3.3	Multicultural Studies: Explain how a community relies on active civic participation and identify opportunities for student participation in local issues. (Civics)										✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	3.9	Multicultural Studies: Describe and compare human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.) (Geography)																				



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Social Studies	3.11	Multicultural Studies: Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social groups including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), events and developments have shaped the local community and region.																			
	3.14	Multicultural Studies: Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events. (History)																			
	3.7	Financial Literacy: Analyze the impact of personal financial decisions on personal, community, regional, and world resources. (i.e. how my individual financial actions have an impact on myself/others/resources)																			
	3.8	Geography: Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to identify multiple ways to divide Oregon into areas (such as tribal, river systems, interstate highways, county, physical, industry, agricultural).																			
	3.9	Geography: Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.).																			
	3.10.	Geography: Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.																			



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Social Studies	3.11	History: Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social groups including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent) and religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), events and developments have shaped the communities and regions.					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3.12	History: Compare and contrast the history of the local community to other communities in a region.																			
	3.13	History: Apply research skills and technologies to gather information about the past in a region.																			
	3.14	History: Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and other traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3.15	History: Explain how sources serve different purposes for answering historical questions.																			
	3.16	History: Generate questions using multiple historical sources and examine their validity.																			
	3.17	History: Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3.18	History: Identify and compare different ways of looking at an event, issue, or problem with an emphasis on multiple perspectives.					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Social Studies	3.19	History: Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.																			