



**Mind Missions®**

**Texas Print**

4th Grade  
Standards Alignment

		Austin Advertising	Barb Building	Borden's Boiler	Brand Burglary	Cabeza's Cues	Caddo Campfire	Canyon Crossing	Capitan Climb	Comanche Carrier	Deep Derrick	Dino Dig	Flag for Freedom	Grapefruit Growing	Gravity Grab	Juan's Warning	Karankawa Catch	LaSalle's Losses	Murphy's Medals	Runaway Ruin	Safe Spaniards	Santa Anna's Surrender	Stinson's Solo	Storm Scrubber	Train Travel
<b>Social Studies</b>	<b>4.1.A</b>	History: The student is expected to explain the possible origins of American Indian groups in Texas																							
	<b>4.1.B</b>	History: The student is expected to identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano.					✓			✓							✓								
	<b>4.1.C</b>	History: The student is expected to describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern.					✓			✓							✓								
	<b>4.1.D</b>	History: The student is expected to locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.																							
	<b>4.2.A</b>	History: The student is expected to summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion.					✓											✓				✓			
	<b>4.2.B</b>	History: The student is expected to identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavalier, Sieur de la Salle, on the settlement of Texas.					✓											✓							
	<b>4.2.C</b>	History: The student is expected to explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals.																				✓			
	<b>4.2.D</b>	History: The student is expected to identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas.	✓																						



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<b>Social Studies</b>	<b>4.2.E</b>	History: The student is expected to identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.	✓																						
	<b>4.3.A</b>	History: The student is expected to analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto.											✓			✓							✓		
	<b>4.3.B</b>	History: The student is expected to summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza.														✓							✓		
	<b>4.3.C</b>	History: The student is expected to identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones.																					✓		
	<b>4.3.D</b>	History: The student is expected to describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers.																							
	<b>4.3.E</b>	History: The student is expected to explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War.																							
	<b>4.4.A</b>	History: The student is expected to describe the impact of the Civil War and Reconstruction on Texas.																							



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<b>Social Studies</b>	<b>4.4.B</b>	History: The student is expected to explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson.	✓					✓																			
	<b>4.4.C</b>	History: The student is expected to explain the effects of the railroad industry on life in Texas, including changes to cities and major industries.																								✓	
	<b>4.4.D</b>	History: The student is expected to explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo.	✓																								
	<b>4.5.A</b>	History: The student is expected to explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals.																		✓					✓		
	<b>4.5.B</b>	History: The student is expected to explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins.																									
	<b>4.6.A</b>	Geography: The student is expected to identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation, and economic activities.							✓	✓			✓		✓												
	<b>4.6.B</b>	Geography: The student is expected to compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains).							✓	✓			✓		✓												



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<b>Social Studies</b>	<b>4.7.A</b>	Geography: The student is expected to explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.						✓	✓			✓		✓												
	<b>4.7.B</b>	Geography: The student is expected to identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods.	✓								✓															✓
	<b>4.8.A</b>	Geography: The student is expected to describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams.						✓			✓				✓										✓	
	<b>4.8.B</b>	Geography: The student is expected to explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities.						✓	✓		✓				✓											✓
	<b>4.8.C</b>	Geography: The student is expected to compare the positive and negative consequences of human modification of the environment in Texas, past and present.									✓														✓	
	<b>4.9.A</b>	Economics: The student is expected to explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting.						✓		✓								✓								
	<b>4.9.B</b>	Economics: The student is expected to explain the economic activities early settlers to Texas used to meet their needs and wants.	✓	✓																						
	<b>4.10.A</b>	Economics: The student is expected to describe how the free enterprise system works, including supply and demand.																								



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<b>Social Studies</b>	<b>4.10.B</b>	Economics: The student is expected to identify examples of the benefits of the free enterprise system such as choice and opportunity.																							
	<b>4.10.C</b>	Economics: The student is expected to describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom.																							✓
	<b>4.11.A</b>	Economics: The student is expected to identify how people in different regions of Texas earn their living, past and present.	✓	✓	✓	✓					✓			✓											
	<b>4.11.B</b>	Economics: The student is expected to explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas.													✓									✓	
	<b>4.11.C</b>	Economics: The student is expected to identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.	✓	✓	✓			✓			✓			✓											✓
	<b>4.11.D</b>	Economics: The student is expected to explain how developments in transportation and communication have influenced economic activities in Texas.																							✓
	<b>4.12.A</b>	Government: The student is expected to compare how various American Indian groups such as the Caddo and the Comanche governed themselves.					✓				✓														
	<b>4.12.B</b>	Government: The student is expected to compare characteristics of the Spanish colonial government and the early Mexican governments in Texas.	✓																			✓			
	<b>4.13.A</b>	Government: The student is expected to identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution.																							



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<b>Social Studies</b>	<b>4.13.B</b>	Government: The student is expected to identify and explain the basic functions of the three branches of government according to the Texas Constitution.																								
	<b>4.13.C</b>	Government: The student is expected to identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).																								
	<b>4.14.A</b>	Citizenship: The student is expected to explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument.																					✓			
	<b>4.14.b</b>	Citizenship: The student is expected to sing or recite "Texas, Our Texas."																								
	<b>4.14.C</b>	Citizenship: The student is expected to recite and explain the meaning of the Pledge to the Texas Flag.																								
	<b>4.14.D</b>	Citizenship: The student is expected to describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.																								
	<b>4.15.A</b>	Citizenship: The student is expected to identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll																								
	<b>4.15.B</b>	Citizenship: The student is expected to explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects.																								
	<b>4.15.C</b>	Citizenship: The student is expected to explain the duty of the individual in state and local elections such as being informed and voting.																								



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<b>Social Studies</b>	<b>4.15.D</b>	Citizenship: The student is expected to identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals.																								
	<b>4.15.E</b>	Citizenship: The student is expected to explain how to contact elected and appointed leaders in state and local governments.																								
	<b>4.16</b>	Citizenship: The student is expected to identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and identify leadership qualities of state and local leaders, past and present.																								
	<b>4.17</b>	Culture: The student is expected to identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio; and summarize the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.																								
	<b>4.18.A</b>	Culture: The student is expected to identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions.			✓																					
	<b>4.18.B</b>	Culture: The student is expected to describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.										✓												✓		✓
	<b>4.19.A</b>	Social Studies Skills: The student is expected to differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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<b>Social Studies</b>	<b>4.19.B</b>	Social Studies Skills: The student is expected to analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	<b>4.19.C</b>	Social Studies Skills: The student is expected to organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.																								
	<b>4.19.D</b>	Social Studies Skills: The student is expected to identify different points of view about an issue, topic, historical event, or current event.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.20.A</b>	Social Studies Skills: The student is expected to apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps.																								
	<b>4.20.B</b>	Social Studies Skills: The student is expected to interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.																								
	<b>4.21.A</b>	Social Studies Skills: The student is expected to use social studies terminology correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.21.B</b>	Social Studies Skills: The student is expected to incorporate main and supporting ideas in verbal and written communication.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.21.C</b>	Social Studies Skills: The student is expected to express ideas orally based on research and experiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.21.D</b>	Social Studies Skills: The student is expected to create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓





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<b>Social Studies</b>	<b>4.22</b>	Social Studies Skills: The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.																							
	<b>C.1</b>	Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																							
	<b>C.2</b>	Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																							
<b>ELPS</b>	<b>C.3</b>	Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																							



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ELPS	C.4	Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																							
	C.5	Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																							
	4.1.A	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to listen actively, ask relevant questions to clarify information, and make pertinent comments.																							
	4.1.B	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to follow, restate, and give oral instructions that involve a short, related sequence of actions.																							
	4.1.C	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.																							
	4.1.D	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to work collaboratively with others by following agreed-upon rules, norms, and protocols.																							
	4.2.A	Beginning Reading and Writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to demonstrate and apply phonetic knowledge.																							



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ELPS	4.2.B	Beginning Reading and Writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to demonstrate and apply spelling knowledge.																							
	4.2.C	Beginning Reading and Writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to write legibly in cursive to complete assignments.																							
	4.3.A	Vocabulary: The student uses newly acquired vocabulary expressively. The student is expected to use print or digital resources to determine meaning, syllabication, and pronunciation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4.3.B	Vocabulary: The student uses newly acquired vocabulary expressively. The student is expected to use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4.3.C	Vocabulary: The student uses newly acquired vocabulary expressively. The student is expected to determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter																							
	4.3.D	Vocabulary: The student uses newly acquired vocabulary expressively. The student is expected to identify, use, and explain the meaning of homophones such as reign/rain.																							
	4.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4.6.A	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to establish purpose for reading assigned and self-selected texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.6.B	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to generate questions about text before, during, and after reading to deepen understanding and gain information.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	



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<b>ELPS</b>	<b>4.6.C</b>	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make and correct or confirm predictions using text features, characteristics of genre, and structures.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.6.D</b>	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to create mental images to deepen understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.6.E</b>	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make connections to personal experiences, ideas in other texts, and society.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.6.F</b>	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make inferences and use evidence to support understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.6.G</b>	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to evaluate details read to determine key ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.6.H</b>	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to synthesize information to create new understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.6.I</b>	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.7.A</b>	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to describe personal connections to a variety of sources, including self-selected texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



# Mind Missions®

## Texas Print

### 4th Grade Standards Alignment

		Austin Advertising	Barb Building	Borden's Boiler	Brand Burglary	Cabeza's Cues	Caddo Campfire	Canyon Crossing	Capitan Climb	Comanche Carrier	Deep Derrick	Dino Dig	Flag for Freedom	Grapefruit Growing	Gravity Grab	Juan's Warning	Karankawa Catch	LaSalle's Losses	Murphy's Medals	Runaway Ruin	Safe Spaniards	Santa Anna's Surrender	Stinson's Solo	Storm Scrubber	Train Travel
<b>ELPS</b>	<b>4.7.B</b>	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.7.C</b>	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to use text evidence to support an appropriate response.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.7.D</b>	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to retell and paraphrase texts in ways that maintain meaning and logical order.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.7.E</b>	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.7.F</b>	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to respond using newly acquired vocabulary as appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.7.G</b>	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to discuss specific ideas in the text that are important to the meaning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.8.A</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to infer basic themes supported by text evidence.																							
	<b>4.8.B</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to explain the interactions of the characters and the changes they undergo.																							



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<b>ELPS</b>	<b>4.8.C</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to analyze plot elements, including the sequence of events, the conflict, and the resolution.																									
	<b>4.8.D</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to explain the influence of the setting on the plot.																									
	<b>4.9.A</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.																									
	<b>4.9.B</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to explain figurative language such as simile, metaphor, and personification that the poet uses to create images.																									
	<b>4.9.C</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to explain structure in drama such as character tags, acts, scenes, and stage directions;																									
	<b>4.9.D.i</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics and structures of informational text, including the central idea and supporting evidence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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		Austin Advertising	Barb Building	Borden's Boiler	Brand Burglary	Cabeza's Cues	Caddo Campfire	Canyon Crossing	Capitan Climb	Comanche Carrier	Deep Derrick	Dino Dig	Flag for Freedom	Grapefruit Growing	Gravity Grab	Juan's Warning	Karankawa Catch	LaSalle's Losses	Murphy's Medals	Runaway Ruin	Safe Spaniards	Santa Anna's Surrender	Stinson's Solo	Storm Scrubber	Train Travel
<b>ELPS</b>	<b>4.9.D.ii</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.9.D.iii</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.9.E</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics of argumentative text..	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.9.F</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics of multimodal and digital texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.10.A</b>	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to explain the author's purpose and message within a text..	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.10.B</b>	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to discuss how the use of text structure contributes to the author's purpose.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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### 4th Grade Standards Alignment

		Austin Advertising	Barb Building	Borden's Boiler	Brand Burglary	Cabeza's Cues	Caddo Campfire	Canyon Crossing	Capitan Climb	Comanche Carrier	Deep Derrick	Dino Dig	Flag for Freedom	Grapefruit Growing	Gravity Grab	Juan's Warning	Karankawa Catch	LaSalle's Losses	Murphy's Medals	Runaway Ruin	Safe Spaniards	Santa Anna's Surrender	Stinson's Solo	Storm Scrubber	Train Travel	
<b>ELPS</b>	<b>4.10.C</b> Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to discuss the author's use of print and graphic features to achieve specific purposes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	<b>4.10.D</b> Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.																									
	<b>4.10.E</b> Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to identify the use of literary devices, including first- or third-person point of view.																									
	<b>4.10.F</b> Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to discuss how the author's use of language contributes to voice.																									
	<b>4.10.G</b> Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to identify and explain the use of anecdote.																									





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### 4th Grade Standards Alignment

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ELPS	4.11.A	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	4.11.B	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to develop drafts into a focused, structured, and coherent piece of writing.																								
	4.11.C	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.																								
	4.11.D	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to edit drafts with adult assistance using standard English conventions.																								
	4.11.E	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to publish written work for appropriate audiences.																								
	4.12.A	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to compose literary texts, including personal narratives and poetry, using genre characteristics and craft.																								
	4.12.B	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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### 4th Grade Standards Alignment

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<b>ELPS</b>	<b>4.12.C</b>	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to compose argumentative texts, including opinion essays, using genre characteristics and craft.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	<b>4.12.D</b>	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to dictate or compose correspondence that requests information.																								
	<b>4.13.A</b>	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to generate and clarify questions on a topic for formal and informal inquiry.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	<b>4.13.B</b>	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to develop and follow a research plan.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	<b>4.13.C</b>	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to identify and gather relevant information from a variety of sources.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	<b>4.13.D</b>	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to identify primary and secondary sources.																								
	<b>4.13.E</b>	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to demonstrate understanding of information gathered.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.13.F</b>	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to recognize the difference between paraphrasing and plagiarism when using source materials.																								
	<b>4.13.G</b>	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to create a works cited page.																								



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<b>ELPS</b> <b>4.13.H</b> Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	✓	Austin Advertising
	✓	Barb Building
	✓	Borden's Boiler
	✓	Brand Burglary
	✓	Cabeza's Cues
	✓	Caddo Campfire
	✓	Canyon Crossing
	✓	Capitan Climb
	✓	Comanche Carrier
	✓	Deep Derrick
	✓	Dino Dig
	✓	Flag for Freedom
	✓	Grapefruit Growing
	✓	Gravity Grab
	✓	Juan's Warning
	✓	Karankawa Catch
	✓	LaSalle's Losses
	✓	Murphy's Medals
	✓	Runaway Ruin
	✓	Safe Spaniards
✓	Santa Anna's Surrender	
✓	Stinson's Solo	
✓	Storm Scrubber	
✓	Train Travel	