



Mind Missions®

Washington

3rd Grade Standards Alignment

		U.S. Community Builders					Diverse Contributors					American Inventors					U.S. Physical Regions					
		Garcia's Gifts	Hershey's Home	Hull-House for Sale	Pierre's Plan	Boone's Bear	Harriet's Heroics	Safe Signal	Susan's Social	Carver's Commercial	Sending Secrets	Bell's Brainchild	Wizard of Menlo Park	Cyrus Step Saver	Ford's Focus	Fulton's Ferry	Large Lighthouse	Southeast Swamps	Midwest Market	Southwest Sunshine	West Walking	
EALRS	SS51.3.1	Social Studies Skills: Explain the purpose of documents and the concepts used in them.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS51.3.2	Social Studies Skills: Evaluate if information is well accepted and relevant, or if information is clear, specific, and detailed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS52.3.1	Social Studies Skills: Use a graphic organizer to organize main ideas and supporting details from a variety of print and non- print texts.																				
	SS5.2.3.2	Social Studies Skills: Explain how and why compelling questions are important to others (e.g., peers, adults).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS53.3.1	Social Studies Skills: Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS54.3.1	Social Studies Skills: Draw conclusions using clear, specific, and accurate examples in a paper or presentation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS54.3.2	Social Studies Skills: Give clear attribution to sources within writing or presentations.																				
	SS54.3.3	Social Studies Skills: Use distinctions between fact and opinion to determine the credibility of multiple sources.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C1.3.1	Civics: Recognize the key ideals of unity and diversity.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										
	C1.3.2	Civics: Recognize and apply the key ideals of unity and diversity within the context of the community.																				
C1.3.3	Civics: Use deliberative processes when making decisions or reaching judgement as a group.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	



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EALRs	C1.3.4	Civics: Identify core virtues and democratic principles found in classroom and school rules.																			
	C2.3.1	Civics: Describe the basic organization of government in the community or city.																			
	C2.3.2	Civics: Identify the basic function of government and laws in the community or city.																			
	C2.3.3	Civics: Explain the reasons for rules in the home or in school, and compare rules and laws in the local community.																			
	C2.3.4	Civics: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.																			
	C3.3.1	Civics: Explain that tribes have lived in North America since time immemorial.																			
	C3.3.2	Civics: Know and understand that tribes have organizational structures (councils, chairman, etc.) that are formed to benefit the entire tribe.																			
	C3.3.3	Civics: Explain how tribes of North America work to help the people of their tribes.																			
	C4.3.1	Civics: Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.																			
	C4.3.2	Civics: Explain the many ways people become knowledgeable about issues in their communities: they read, discuss, communicate, and vote.																			
C4.3.3	Civics: Demonstrate that voting is a civic duty.																				



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EALRs	E1.3.1	Economics: Identify the costs and benefits of individual choices.										✓	✓	✓	✓	✓						
	E1.3.2	Economics: Identify positive and negative incentives that influence the decisions people make.										✓	✓	✓	✓	✓						
	E1.3.3	Economics: Describe how individual choices are influenced by various cultural norms.																				
	E2.3.1	Economics: Recognize how the economic systems of groups are influenced by community and cultural laws, values, and customs.																				
	E2.3.2	Economics: Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.										✓	✓			✓						
	E2.3.3	Economics: Explain why individuals and businesses specialize and trade.														✓						
	E2.3.4	Economics: Explain the role of money in making exchange easier.																				
	E2.3.5	Economics: Explain how profits influence sellers in markets.																				
	E2.3.6	Economics: Identify examples of external benefits (acquired relationships) and costs (things given up).										✓										
	E2.3.7	Economics: Describe the role of financial institutions in an economy.																				
E3.3.1	Economics: Describe how local taxation supports one's community.																					



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EALRS	E3.3.2	Economics: Explain the ways in which the government pays for the goods and services it provides.																			
	E4.3.1	Economics: Identify the positive and negative impacts of trade among and between cultural groups.																			
	E4.3.2	Economics: Explain how trade leads to increasing economic interdependence among cultural groups.																			
	E4.3.3	Economics: Explain the effects of increasing economic interdependence on different groups within participating cultural groups.																			
	G1.3.1	Geography: Examine and use maps and globes to understand the regions of North America in the past and present.																			
	G1.3.2	Geography: Investigate the physical, political, and cultural characteristics of places, regions, and people in North America, including the location of the fifty states within the regions of the United States.															✓	✓	✓	✓	✓
	G2.3.1	Geography: Explain how the environment affects cultural groups and how groups affect the environment.															✓	✓	✓	✓	✓
	G2.3.2	Geography: Examine the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.																			
	G2.3.3	Geography: Compare the traditions, beliefs, and values of cultural groups in North America.																			
	G3.3.1	Geography: Explain that learning about the geography of North America helps us understand cultures from around the world.																			
H1.3.1	History: Create timelines to show events connected to their cultural identities.																				



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EALRs	H1.3.2	History: Compare the similarities and differences between their own cultural timelines and those of others.																			
	H1.3.3	History: Use timelines to explain the context of history.																			
	H2.3.1	✓					✓	✓	✓	✓	✓										
	H2.3.2	History: Explain probable causes and effects of events and developments locally.																			
	H3.3.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	H3.3.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										
	H3.3.3	History: Describe how people's perspectives shaped the historical sources they created.																			
	H4.3.1	History: Recognize and explain how significant cultural events have implications for current decisions.																			
	H4.3.2	History: Use evidence to develop a claim about our past community's history.																			
	H4.3.3	History: Summarize how different kinds of historical sources are used to explain events in the past.																			



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CCELA	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.																			
	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.																			



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CCELA	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.																			
	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.																			
	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.																				



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CC ELA	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.																								
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓