



Mind Missions®

Indiana

2nd Grade Standards Alignment

		U.S. Community Builders					Citizens of Character				Citizenship Skills				Diverse Contributors						
		Garcia's Gifts	Hershey's Home	Hull-House for Sale	Pierre's Plan	Boone's Bear	Ruby's Reward	Clara's Carrier	Helen's Hardship	Soup Saver	Park Protector	Earth Events	Class Constitution	Creating Citizens	Bully Banner	Respect Reminder	Harriet's Heroics	Safe Signal	Susan's Social	Carver's Commercial	Sending Secrets
Social Studies	2.1.1	History: Identify when the local community was established and identify its founders and early settlers.																			
	2.1.2	History: Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images.																			
	2.1.3	History: Identify individuals who had a positive impact on the local community.																			
	2.1.4	History: Identify and describe community celebrations, symbols and traditions and explain why they are important.																			
	2.1.5	History: Develop a simple timeline of important events in the history of the school and/or school community.																			
	2.1.6	History: Create and maintain a calendar of important school days, holidays and community events.																			
	2.1.7	History: Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media, and community resources).																			
	2.2.1	Geography: Explain that the United States government is founded on the belief of equal rights for its citizens*.																			
	2.2.2	Geography: Understand and explain why it is important for a community to have responsible government.																			
	2.2.3	Geography: Identify community leaders, such as the mayor and city council.																			



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Social Studies	2.2.4	Geography: Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.																			
	2.2.5	Geography: Identify people who are good citizens and describe the character traits that make them admirable.																			
	2.2.6	Geography: Discuss and explain the meaning of the Pledge of Allegiance and understand the role played by Benjamin Harrison (Indiana's only President) in promoting recitation of the Pledge by American school children; identify other ways citizens can affirm their citizenship.																			
	2.2.7	Geography: Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.																			
	2.3.1	Geography: Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community.																			
	2.3.2	Geography: Locate the equator and the poles on a globe and identify the local community, state and the United States on maps.																			
	2.3.3	Geography: Compare neighborhoods in your community and explain how physical features of the community affect people living there.																			
		✓	✓	✓	✓										✓	✓	✓	✓	✓	✓	
																✓	✓	✓	✓	✓	
													✓								



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Social Studies	2.3.4	Geography: Compare neighborhoods in your community with those in other parts of the world.																			
	2.3.5	Geography: On a map, identify physical features of the local community.																			
	2.3.6	Geography: Identify and describe cultural or human features on a map using map symbols.																			
	2.3.7	Geography: Describe simple demographics of the school.																			
	2.3.8		✓	✓	✓																
	2.4.1	Economics: Define the three types of productive resources (human resources, natural resources and capital resources)																			
	2.4.2	Economics: Identify productive resources used to produce goods and services in the community.																			
	2.4.3	Economics: Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.																			
	2.4.4	Economics: Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.																			
	2.4.5	Economics: Research goods and services produced in the local community and describe how people can be both producers and consumers.																			



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Social Studies	2.4.6	Economics: Define opportunity cost and explain that because resources are limited in relation to people's wants (scarcity), people must make choices as to how to use resources.																			
	2.4.7	Economics: Define specialization and identify specialized jobs in the school and community.																			
	2.4.8	Economics: Explain why people trade for goods* and services* and explain how money makes trade easier.																			
	2.4.9	Economics: Explain the concept of savings and why this is important for individuals and for our economy.																			
Language Arts	2.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 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.																			
	2.RN.2.1	Reading Nonfiction: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.																			
	2.RN.2.2	Reading Nonfiction: Identify the main idea of a multiparagraph text and the topic of each paragraph.																			



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Language Arts	2.RN.2.3	Reading Nonfiction: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.																								
	2.RN.3.1	Reading Nonfiction: Identify text features of a nonfiction text to locate key facts or information and explain how they contribute to and clarify a text.																								
	2.RN.3.2	Reading Nonfiction: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.																								
	2.RN.3.3	Reading Nonfiction: Identify what the author wants to answer, explain, or describe in the text.																								
	2.RN.4.1	Reading Nonfiction: Describe how an author uses facts to support specific points in a text.																								
	2.RN.4.2	Reading Nonfiction: Compare and contrast the most important points presented by two texts on the same topic.																								
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Language Arts	2.RV.1	Reading Vocabulary: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.																			
	2.RV.2.1	Reading Vocabulary: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.																			
	2.RV.2.2	Reading Vocabulary: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).																			
	2.RV.2.4	Reading Vocabulary: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.																			
	2.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.																			
	2.RV.3.1	Reading Vocabulary: Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.																			



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Language Arts	2.RV.3.2	Reading Vocabulary: With support, ask and answer questions about unknown words in a nonfiction text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.W.1	Writing: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.W.2.1	Writing: Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.W.2.2	Writing: Students are expected to build upon and continue applying concepts learned previously.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.W.3.1	Writing: Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.W.3.2	Writing: Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.W.3.3	Writing: Develop topics for friendly letters, stories, poems, and other narrative purposes that include a beginning, Use temporal words to signal event order (e.g., first of all), Provide details to describe actions, thoughts, and feelings., Provide an ending.																			



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Language Arts	2.W.4	Writing: Apply the writing process to Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.																			
	2.W.5	Writing: With support, conduct short research on a topic. <ul style="list-style-type: none"> Find information on a topic of interest (e.g., cardinals). Identify various visual and text reference sources Organize, summarize, and present the information, choosing from a variety of formats 																			
	2.SL.1	Speaking and Listening: Listen actively and communicate effectively with a variety of audiences and for different purposes.																			
	2.SL.2.1	Speaking and Listening: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.																			
	2.SL.2.3	Speaking and Listening: Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.																			
	2.SL.2.4	Speaking and Listening: Ask for clarification and further explanation as needed about the topics and texts under discussion.																			
	2.SL.2.5	Speaking and Listening: Build on others' talk in conversations by linking comments to the remarks of others.																			



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Language Arts	2.SL.3.1	Speaking and Listening: Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.																			
	2.SL.3.2	Speaking and Listening: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.																			
	2.SL.4.1	Speaking and Listening: Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.																			
	2.SL.4.2	Speaking and Listening: Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.																			
	2.SL.4.3	Speaking and Listening: Give and follow multi-step directions.																			