



Mind Missions®

New Mexico

2nd Grade Standards Alignment

		U.S. Civic Leaders					Chiponomics					Diverse Contributors					Folktales				
		Marshall's Mallet	Booker's Build	Courageous Catch	Douglass Disguise	Sojourner's Truth	Chip's Crop	Acorn Advertising	Storefront Shelter	Jingle, Jingle	Super Saver	Harriet's Heroics	Safe Signal	Susan's Social	Carver's Commercial	Sending Secrets	Molly's Pitcher	Scream Saver	Bill's Bounce	Kate's Catch	Plant Protector
Social Studies	I-A.2.1	History: Describe how historical people, groups, and events have influenced the local community.																			
	I-B.2.1	History: Describe the cultural diversity of individuals and groups and their contributions to United States history (e.g., George Washington, Ben Franklin, César Chávez, Rosa Parks, National Association for Advancement of Colored People [NAACP], tribal leaders, American Indian Movement [AIM])																			
	I-C.2.1	History: Describe and compare similarities of the history of peoples in North America through literature (e.g., story-telling, fables, folktales, fairy tales).																			
	I-D.2.1	History: Correctly sequence historical events.																			
	II-A.2.1	Geography: Use a variety of maps to locate specific places and regions.																			
	II-A.2.2	Geography: Identify major landforms, bodies of water, and other places of significance in selected countries, continents, and oceans.																			
	II-B.2.1	Geography: Describe how climate, natural resources, and natural hazards affect activities and settlement patterns.																			
	II-B.2.2	Geography: Explain how people depend on the environment and its resources to satisfy their basic needs.																			
	II-C.2.1	Geography: Identify ways in which people depend on natural and man-made environments including natural resources to meet basic needs.																			
	II-D.2.1	Geography: Describe the physical processes that affect the Earth's features (e.g., weather, erosion).																			



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Social Studies	II-D.2.2	Geography: Identify characteristics of physical systems (e.g., water cycle).																			
	II-E.2.1	Geography: Describe how characteristics of culture affect behaviors and lifestyles.																			
	II-F.2.1	Geography: Describe ways that people and groups can conserve and replenish natural resources.																			
	III-A.2.1	Civics and Government: Understand the purposes of government.																			
	III-A.2.2	Civics and Government: Describe and compare class rules made by direct democracy (entire class votes on the rules) and by representative democracy (class elects a smaller group to make the rules).																			
	III-B.2.1	Civics and Government: Identify local governing officials and explain how their roles reflect their community.																			
	III-C.2.1	Civics and Government: Describe the concept of "public good" and identify local examples of systems that support the "public good."																			
	III-C.2.1	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓					
	III-C.2.2	Civics and Government: Explain the responsibilities of being a member of various groups (e.g. family, school, community).																			
	IV-A.2.1	Economics: Identify economic decisions made by individuals and households and explain how resources are distributed.																			



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Social Studies	IV-B.2.1	Economics: Understand the roles of producers and consumers in the production of goods and services.																			
	IV-B.2.2	Economics: Explain the role of the worker in the local economy.																			
	IV-C.2.1	Economics: Understand that money is the generally accepted medium of exchange in most societies, and that different countries use different currencies.																			
Language Arts	RI.2.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.2.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.2.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.2.4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.2.5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Language Arts	RI.2.6	Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.																			
	RI.2.7	Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.																			
	RI.2.8	Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.																			
	RI.2.9	Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.																			
	RI.2.10	Range of Reading and Level of Text Complexity: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.																			
	W.2.1	Text Types and Purposes: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.																			
	W.2.2	Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.																			
W.2.3	Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.																				



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Language Arts	W.2.5	Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.																			
	W.2.6	Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.																			
	W.2.7	Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).																			
	W.2.8	Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.																			
	SL.2.1	Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.																			
	SL.2.2	Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Language Arts	SL.2.3	Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.																			
	SL.2.4	Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.																			
	SL.2.5	Presentation of Knowledge and Ideas: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.																			
	SL.2.6	Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓