



Mind Missions®

Pennsylvania

2nd Grade Standards Alignment

| | | American Inventors | | | | | Citizens of Character | | | | | Diverse Contributors | | | | | U.S. Cultural Holidays | | | | |
|-----------------------|----------------|---|----------------------|------------------|--------------|----------------|-----------------------|-----------------|------------------|------------|----------------|----------------------|-------------|----------------|---------------------|-----------------|------------------------|----------------|------------------|------------|-------------------|
| | | 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 | Harriet's Heroics | Safe Signal | Susan's Social | Carver's Commercial | Sending Secrets | Juneteenth Joy | Kwanzaa Kinara | Lantern Lighting | May Maraca | Shamrock Solution |
| Social Studies | 5.1.2.A | Civics and Government: Explain the purposes of rules and their consequences in the classroom and school community. | | | | | | | | | | | | | | | | | | | |
| | 5.1.2.B | Civics and Government: Explain the importance of rules in the classroom and school community. | | | | | | | | | | | | | | | | | | | |
| | 5.1.2.C | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 5.1.2.D | Civics and Government: Explain why school rules are written and posted. | | | | | | | | | | | | | | | | | | | |
| | 5.1.2.E | Civics and Government: Describe citizens' responsibilities to the state of Pennsylvania and the nation. | | | | | | | | | | | | | | | | | | | |
| | 5.1.2.F | Civics and Government: Identify state symbols. | | | | | | | | | | | | | | | | | | | |
| | 5.2.2.A | Civics and Government: Identify and explain the importance of responsibilities at school at home and the community. | | | | | | | | | | | | | | | | | | | |
| | 5.2.2.B | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 5.2.2.C | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 5.2.2.D | Civics and Government: Explain responsible community behavior. | | | | | | | | | | | | | | | | | | | |



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| Social Studies | 5.3.2.A | Civics and Government: Identify the role government plays in the community (education, transportation). | | | | | | | | | | | | | | | | | | | |
| | 5.3.2.B | Civics and Government: Identify local government leaders. | | | | | | | | | | | | | | | | | | | |
| | 5.3.2.C | Civics and Government: Identify other types of services provided by local government. | | | | | | | | | | | | | | | | | | | |
| | 5.3.2.D | Civics and Government: Identify positions of authority at school. | | | | | | | | | | | | | | | | | | | |
| | 5.3.2.E | Civics and Government: Describe situations in the state or nation when having an elected official represent the people is beneficial. | | | | | | | | | | | | | | | | | | | |
| | 5.3.2.F | Civics and Government: Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action. | | | | | | | | | | | | | | | | | | | |
| | 5.3.2.H | Civics and Government: Identify different forms of media. | | | | | | | | | | | | | | | | | | | |
| | 5.3.2.I | Civics and Government: Define taxes and why they are paid. | | | | | | | | | | | | | | | | | | | |
| | 5.3.2.J | Civics and Government: Identify the responsibilities of voters after the vote. | | | | | | | | | | | | | | | | | | | |
| | 5.4.2.A | Civics and Government: Explain examples of conflict in the community, state, and nation. | | | | | | | | | | | | | | | | | | | |
| 5.4.2.B | Civics and Government: Identify ways that countries can work together. | | | | | | | | | | | | | | | | | | | | |



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| Social Studies | 5.4.2.C | Civics and Government: Explain why nations need to work together for peace. | | | | | | | | | | | | | | | | | | | |
| | 5.4.2.D | Civics and Government: Identify the different types of media. | | | | | | | | | | | | | | | | | | | |
| | 5.4.2.E | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 6.2.2.A | Economics: Identify goods, services, consumers, and producers in the local community. | | | | | | | | | | | | | | | | | | | |
| | 6.2.2.B | Economics: Differentiate between markets and competition. | | | | | | | | | | | | | | | | | | | |
| | 6.2.2.C | Economics: Define personal choice as related to buying an item. | | | | | | | | | | | | | | | | | | | |
| | 6.2.2.D | Economics: Explain how demand for a consumer good impacts price. | | | | | | | | | | | | | | | | | | | |
| | 6.2.2.E | Economics: Identify the impact on a community when a business closes. | | | | | | | | | | | | | | | | | | | |
| | 6.2.2.F | Economics: Describe the role of financial institutions as related to consumers' financial needs. | | | | | | | | | | | | | | | | | | | |
| | 6.2.2.G | Economics: Identify examples of an economic system. | | | | | | | | | | | | | | | | | | | |
| 6.3.2.A | Economics: Identify examples of goods and services provided by the private sector. | | | | | | | | | | | | | | | | | | | | |
| | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | |



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| Social Studies | 6.3.2.C | Economics: Define taxes and who pays them. | | | | | | | | | | | | | | | | | | | |
| | 6.3.2.D | Economics: Identify products produced outside the United States. | | | | | | | | | | | | | | | | | | | |
| | 6.4.2.A | Economics: Identify local examples of specialization of work. | | | | | | | | | | | | | | | | | | | |
| | 6.4.2.C | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | | | | | | | | | | |
| | 6.4.2.D | Economics: Identify buyers and sellers and how their wants and needs are addressed. | | | | | | | | | | | | | | | | | | | |
| | 6.5.2.A | Economics: Explain how money earned by individuals is used to meet needs and wants. | | | | | | | | | | | | | | | | | | | |
| | 6.5.2.B | Economics: Different how different job skills impact earnings. | | | | | | | | | | | | | | | | | | | |
| | 6.5.2.C | Economics: Describe the roles of local businesses. | | | | | | | | | | | | | | | | | | | |
| | 6.5.2.D | Economics: Describe money saving behaviors. | | | | | | | | | | | | | | | | | | | |
| | 6.5.2.E | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 6.5.2.F | Economics: Explain the responsibilities of a business owner. | | | | | | | | | | | | | | | | | | | |



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| Social Studies | 6.5.2.G | Economics: Identify how saving for a purchase occurs over time. | | | | | | | | | | | | | | | | | | | |
| | 6.5.2.H | Economics: Describe why people save money in the local bank. | | | | | | | | | | | | | | | | | | | |
| | 7.1.2.A | Geography: Describe regions in geographic reference using physical features. | | | | | | | | | | | | | | | | | | | |
| | 7.1.2.B | Geography: Identify the physical characteristics of places. | | | | | | | | | | | | | | | | | | | |
| | 7.2.2.A | Geography: Identify the basic physical processes that affect the physical characteristics regions. | | | | | | | | | | | | | | | | | | | |
| | 7.2.2.B | Geography: Identify the basic physical processes that affect the physical characteristics regions. | | | | | | | | | | | | | | | | | | | |
| | 7.3.2.A | Geography: Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.). | | | | | | | | | | | | | | | | | | | |
| | 7.4.2.A | Geography: Identify how environmental changes can impact people. | | | | | | | | | | | | | | | | | | | |
| | 8.1.2.A | History: Read and interpret information on simple timelines. | | | | | | | | | | | | | | | | | | | |
| | 8.1.2.B | History: Identify documents relating to an event. | | | | | | | | | | | | | | | | | | | |
| | 8.1.2.C | History: Apply sources of historical information. | | | | | | | | | | | | | | | | | | | |



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| Social Studies | 8.2.2.A | History: Identify historical figures in the local community. | | | | | | | | | | | | | | | | | | | |
| | 8.2.2.B | History: Identify important buildings, statutes, and monuments associated with the state's history. | | | | | | | | | | | | | | | | | | | |
| | 8.2.2.C | History: Identify how commerce and industry and social organizations have changed over time in Pennsylvania. | | | | | | | | | | | | | | | | | | | |
| | 8.2.2.D | | | | | | ✓ | | | | | ✓ | ✓ | | | | | | | | |
| | 8.3.2.A | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | | | | | | | | |
| | 8.4.2.A | | | | | | | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 8.4.2.B | History: Explain the significance of historical documents on world history. | | | | | | | | | | | | | | | | | | | |
| | 8.4.2.C | History: Identify how cultures have commemorations and remembrances. | | | | | | | | | | | | | | | | | | | |
| 8.4.2.D | History: Identify global issues that require cooperation among nations. | | | | | | | | | | | | | | | | | | | | |



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| Language Arts | RI.2.1 | Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | | | | | | | | | | | | | | | | | | | |
| | RI.2.2 | Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | | | | | | | | | | | | | | | | | | | |
| | RI.2.3 | Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | | | | | | | | | | | | | | | | | | | |
| | RI.2.4 | Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | | | | | | | | | | | | | | | | | | | |
| | RI.2.5 | Craft and Structure: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | | | | | | | | | | | | | | | | | | | |
| | 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. | | | | | | | | | | | | | | | | | | | |



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| Language Arts | 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. | | | | | | | | | | | | | | | | | | | |
| | 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. | | | | | | | | | | | | | | | | | | | |
| | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |



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| Language Arts | 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. | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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. | | | | | | | | | | | | | | | | | | | | | | | | |
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| Language Arts | 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. | | | | | | | | | | | | | | | | | | | |
| | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |