

This resource is only to be used during school closure due to COVID-19. The Department identified content standards that are prerequisites for student success in the next grade level. The standards should not be used in connection with MCAS expectations or referenced in preparing students for the MCAS for any grade level. Since most standards will already have been taught prior to the closures, we anticipate that significant time would still be spent on reinforcement as an integral part of opposed to advancing new concepts.

Grade 1

English Language Arts and Literacy

Reading Literature *and* Informational [RL/RI]

1. Ask and answer questions about key details in a text.
10. With prompting and support, read and comprehend texts exhibiting complexity appropriate for at least grade 1.

Reading Literature [RL]

2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

Reading Informational [RI]

2. Identify the main topic and retell key details of a text
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
8. Identify the reasons an author gives to support points in a text.

Reading Foundational Skills [RF]

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.

- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Writing [W]

1. Write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3)

Language [L]

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

Sentence Structure and Meaning

- a. Produce and expand simple and compound sentences.
- b. Demonstrate understanding that a question is a type of sentence.
- c. Use singular and plural nouns with matching verbs in sentences.
- d. Use verbs in sentences to convey a sense of past, present, and future.

Word Usage

- e. Use common, proper, and possessive nouns.
 - f. Use personal, possessive, and indefinite pronouns.
 - g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Print legibly all upper- and lowercase letters.
 - b. Use end punctuation for sentences.
 - c. Capitalize the names of months and people.
 - d. Use commas in dates and to separate individual words in a series.
 - e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
 - g. Write numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base Ten); understand that numbers are also written as words; write words for numbers from one to ten.
 6. Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., *because*) to signal simple relationships.

Mathematics

Operations and Algebraic Thinking

1.OA

A. Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations (number sentences) with a symbol for the unknown number to represent the problem.³

B. Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations to add.⁴
4. Understand subtraction as an unknown-addend problem. *For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.*

C. Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making 10 (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a 10 (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

D. Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

Number and Operations in Base Ten

1.NBT

A. Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

B. Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - a. 10 can be thought of as a bundle of ten ones—called a “ten.”
 - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

C. Use place value understanding and properties of operations to add and subtract.

7. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

³ See Glossary, Table 1.

⁴ Students need not use formal terms for these properties.

Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Measurement and Data

1.MD

A. Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Geometry

1.G

A. Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes.

Science and Technology/Engineering

Earth and Space Sciences

1-ESS

1-ESS1-2. Analyze provided data to identify relationships among seasonal patterns of change, including relative sunrise and sunset time changes, seasonal temperature and rainfall or snowfall patterns, and seasonal changes to the environment.

Life Science

1-LS

1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant.

Physical Science

1-PS

1-PS4-1. Demonstrate that vibrating materials can make sound and that sound can make materials vibrate.

1-PS4-3. Conduct an investigation to determine the effect of placing materials that allow light to pass through them, allow only some light through them, block all the light, or redirect light when put in the path of a beam of light.

History and Social Science

Practice Standard 1: Demonstrate civic knowledge, skills, and dispositions. Content Topic 1: Civics: communities, elections, and leadership [1.T1]

4. Analyze examples of leadership and leaders from history, everyday life, and from literature and informational texts read or read aloud, and describe the qualities of a good leader.
5. Give examples of why members of a group who hold different views need ways to make decisions, and explain how members of a group can make fair decisions or choose leaders by voting.
6. Explain that an election is a kind of voting in which people select leaders. For example, students connect their discussion of leadership qualities to the idea of elections, listing the qualities they would look for in a candidate for election.
7. Identify some leaders who are chosen by elections (e.g., the President of the United States, the Governor of Massachusetts, the captain of a soccer team) and explain their roles.
8. Demonstrate understanding that members of a town, city, or nation in the United States are called citizens, and that their rights and responsibilities include
 - a. electing leaders who serve fixed terms
 - b. paying attention to the leader's actions, and
 - c. deciding whether or not to re-elect them on the basis of how well they have served citizens.
9. Explain that all people born in the United States are citizens, while some people become citizens after moving to the United States from another country. Understand that some residents of the United States are not citizens, but are still members of the community with rights and responsibilities.
10. Evaluate the qualities of a good citizen or member of the community, drawing on examples from history, literature, informational texts, news reports, and personal experiences.

This resource is only to be used during school closure due to COVID-19. The Department identified content standards that are prerequisites for student success in the next grade level. The standards should not be used in connection with MCAS expectations or referenced in preparing students for the MCAS for any grade level. Since most standards will already have been taught prior to the closures, we anticipate that significant time would still be spent on reinforcement as an integral part of opposed to advancing new concepts.

Grade 2

English Language Arts and Literacy

Reading Literature *and* Informational [RL/RI]

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
10. Independently and proficiently read and comprehend texts exhibiting complexity appropriate for at least grade 2.

Reading Literature [RL]

2. Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

Reading Informational [RI]

2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
8. Describe how reasons support specific points the author makes in a text.

Reading Foundational Skills [RF]

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.
4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing [W]

1. Write opinion pieces that 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.
2. Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3)

Language [L]

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

Sentence Structure and Meaning

- a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.
- b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

Word Usage

- c. Use collective nouns and frequently occurring irregular plural nouns.
 - d. Use reflexive pronouns.
 - e. Form and use the past tense of frequently occurring irregular verbs.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Print upper- and lowercase letters legibly and fluently.
 - b. Capitalize holidays, product names, and geographic names.
 - c. Use commas in greetings and closings of letters.
 - d. Use an apostrophe to form contractions and frequently occurring possessives.
 - e. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
 - g. Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in $1 + 3 = 4$, but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”).
 6. Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Mathematics

Operations and Algebraic Thinking

2.OA

A. Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.⁵

B. Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies.⁶ By end of grade 2, know from memory all sums of two single-digit numbers and related differences.

C. Work with equal groups of objects to gain foundations for multiplication.

4. Use addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to five columns; write an equation to express the total as a sum of equal addends.

Number and Operations in Base Ten

2.NBT

A. Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - a. 100 can be thought of as a bundle of ten tens—called a “hundred.”
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1,000; skip-count by 5s, 10s, and 100s. Identify patterns in skip counting starting at any number.
3. Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.

B. Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
7. Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.⁷

Measurement and

Data 2.MD

A. Measure and estimate lengths in standard units.

⁵ See Glossary, Table 1.

⁶ Strategies such as counting on; making tens; decomposing a number; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.

⁷ Explanations may be supported by drawings or objects.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

B. Relate addition and subtraction to length.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

Geometry

2.G

A. Reason with shapes and their attributes.

9. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.⁸ Identify triangles, squares, rectangles, rhombuses, trapezoids, pentagons, hexagons, and cubes.

Science and Technology/Engineering

Earth and Space Sciences

2-ESS

- 2- **ESS2-4(MA)**. Observe how blowing wind and flowing water can move Earth materials from one place to another and change the shape of a landform.

Life Science

2-LS

- 2-**LS4-1**. Use texts, media, or local environments to observe and compare (a) different kinds of living things in an area, and (b) differences in the kinds of living things living in different types of areas.

Physical Science

2-PS

- 2-**PS1-2**. Test different materials and analyze the data obtained to determine which materials have the properties that are best suited for an intended purpose.*
- 2- **PS3-1(MA)**. Design and conduct an experiment to show the effects of friction on the relative temperature and speed of objects that rub against each other.

History and Social Science

Practice Standard 1: Demonstrate civic knowledge, skills, and dispositions. Content Topic 2: Geography and its effect on people [2.T1]

1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).
2. On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable.

⁸Sizes are compared directly or visually, not compared by measuring.

Content Topic 3: History: Migrations and cultures [2.T3]

1. Investigate reasons why people migrate (move) to different places around the world, recognizing that some migration is voluntary, some forced (e.g., refugees, people driven from their homelands, enslaved people)
2. Identify what individuals and families bring with them (e.g., memories, cultural traits, goods, ideas, and languages or ways of speaking) when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society (e.g., language, literature, arts, religion, traditions, customs); explain how the community is enriched by contributions from all the people who form it today.

Content Topic 4: Civics in the context of geography: countries and governments [2.T4]

3. Locate and analyze information and present a short research report on the physical features, resources, and people of a country outside the United States

