

Massachusetts Department of Elementary and Secondary Education

Prerequisite Content Standards: Elementary Grade Two

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.

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 multi-paragraph 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

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

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”).
5. 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

- 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.
- B. Add and subtract within 20.
 - 2. Fluently add and subtract within 20 using mental strategies. 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

- 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.

Measurement and Data

A. Measure and estimate lengths in standard units.

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

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-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-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-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

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).

1. 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.

Content Topic 3: History: Migrations and cultures

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

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.