

# CMS 2<sup>nd</sup> Grade Benchmarks

*August 2008 Revision*

| <b>English Language Arts</b>  | <b>Math</b>  |
|---|--|
| <p>Identifies beginning and ending sounds (i.e., consonant clusters of three letters).</p> <p>Identifies inflections (i.e., -ed, -ing, -s, -es).</p> <p>Identifies r-controlled words.</p> <p>Identifies and produces long vowel sounds (i.e., diphthongs).</p> <p>Decodes words using chunking.</p> <p>Understand the concept of contractions.</p> <p>Understands the concept of compound words.</p> <p>Grasps the meaning of unfamiliar vocabulary words through contextual clues within a sentence.</p> <p>Identifies grade-level sight words.</p> <p>Demonstrates literal reading comprehension of grade level selections by answering factual questions.</p> <p>Reads 50 to 95 correct words per minute.</p> <p>Reads aloud with proper phrasing guided by end of sentence punctuation (i.e., periods, exclamation points, and question marks).</p> <p>Understands the meaning of narrative and expository texts by:</p> <ul style="list-style-type: none"> <li>• monitoring comprehension through making and verifying predictions;</li> <li>• activating and connecting background knowledge to new information during guided reading;</li> <li>• asking questions about the meaning of the story;</li> <li>• inferring the message of the story or text with or without guidance depending on text complexity; and</li> <li>• determining important information by analyzing story elements (i.e., characters, setting, plot, and conflict resolution).</li> </ul> <p>Participates in small group discussions about books during guided reading.</p> <p>Speaks in English to convey a clear main idea, using grade level and subject appropriate vocabulary.</p> <p>Speaks in English clearly using appropriate pace, expression, and volume.</p> <p>Expresses in English an opinion.</p> <p>Presents orally in English by:</p> <ul style="list-style-type: none"> <li>• speaking clearly and distinctly with appropriate volume;</li> <li>• pronouncing grade-level appropriate words correctly;</li> <li>• answering questions; and</li> <li>• using appropriate body language.</li> </ul> <p>Writes a story or makes a point.</p> <p>Writes using beginnings, logical sequencings, and attempted endings.</p> <p>Writes: using transitional spelling (from sounds to structures); using capitalization at the beginning of sentences and for proper names; using end marks; spelling sight words correctly; and using commas to make lists.</p> <p>Demonstrates understanding of grade level grammar and usage (i.e., nouns and verbs).</p> <p>Writes about feelings.</p> <p>Writes using basic sentences that do not sound the same.</p> <p>Experiments with new and different words with some success.</p> | <p>Counts on by 1s, 2s, 5s, 10s, 25s, and 100s past 1,000 and back by 1s from any number less than 1,000 with and without number grids, number lines, and calculators.</p> <p>Reads, writes, and models with manipulatives whole numbers up to 10,000; identifies places in such numbers and the values of the digits in those places; reads and write money amounts in dollars-and-cents notation.</p> <p>Uses manipulatives and drawings to model fractions as equal parts of a region or a collection; describes the models and name the fractions.</p> <p>Recognizes numbers as odd or even.</p> <p>Uses tally marks, arrays, and numerical expressions involving addition and subtraction to give equivalent names for whole numbers.</p> <p>Uses manipulatives and drawings to model equivalent names for 1/2.</p> <p>Compares and orders whole numbers up to 10,000; uses area models to compare fractions.</p> <p>Demonstrates automaticity with +/- 0, +/- 1, doubles, and sum-equals-ten facts, and proficiency with all addition and subtraction facts through 10 + 10.</p> <p>Uses manipulatives, number grids, tally marks, mental arithmetic, paper &amp; pencil, and calculators to solve problems involving the addition and subtraction of 2-digit whole numbers; describes the strategies used; calculates and compares values of coin and bill combinations.</p> <p>Makes reasonable estimates for whole number addition and subtraction problems; explains how the estimates were obtained.</p> <p>Identifies and describes change, comparison, and part-and-total situations; uses repeated addition, arrays, and skip counting to model multiplication; uses equal sharing and equal grouping to model division.</p> <p>Collects and organizes data or use given data to create tally charts, tables, bar graphs, and line plots.</p> <p>Uses graphs to ask and answers simple questions and draw conclusions; find the maximum, minimum, mode, and median of a data set.</p> <p>Describes events using certain, likely, unlikely, impossible and other basic probability terms; explains the choice of language.</p> <p>Estimates length with and without tools; measures length to the nearest inch and centimeter; uses standard and nonstandard tools to measure and estimate weight.</p> <p>Counts unit squares to find the area of rectangles.</p> <p>Describes relationships between days in a week and hours in day.</p> <p>Makes exchanges between coins and bills.</p> <p>Reads temperature on both the Fahrenheit and Celsius scales.</p> <p>Tells and shows time to the nearest five minutes on an analog clock; tells and writes time in digital notation.</p> <p>Draws line segments and identifies parallel line segments.</p> <p>Identifies, describes, and models plane and solid figures including circles, triangles, squares, rectangles, hexagons, trapezoids, rhombuses, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes.</p> <p>Creates and completes two-dimensional symmetrical shapes or designs.</p> <p>Extends, describes, and creates numeric, visual, and concrete patterns</p> <p>Reads, writes, and explains expressions and number sentences using the +, -, =, &gt;, and &lt;; solve number sentences involving addition and subtraction; writes expressions and number sentences to model number stories.</p> <p>Describes the Commutative and Associative Properties of Addition and applies them to mental arithmetic problems.</p> <p>Identifies the word(s) that determine the mathematical operation to use (e.g., "in all" means to add, "less" means to subtract).</p> <p>Uses grade level appropriate core concepts to solve the problem.</p> <p>Chooses and carries out strategies that work to solve grade level problems.</p> <p>Uses pictures, symbols, and/or vocabulary to convey the path to the identifiable solution to grade level problems.</p> |

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| <b>Science</b>  | <b>Social Studies</b>  |
|---|--|
| <p>Knows that the stars are innumerable, unevenly dispersed, and of unequal brightness.</p> <p>Knows that plants and animals have features that help them live in different environments.</p> <p>Knows that living things are found almost everywhere in the world and that distinct environments support the life of different types of plants and animals.</p> <p>Knows that there are similarities and differences in the appearance and behavior of plants and animals.</p> <p>Knows that magnets can be used to make some things move without being touched.</p> <p>Knows that things near the Earth fall to the ground unless something holds them up.</p> <p>Knows that the position of an object can be described by locating it relative to another object or the background.</p> <p>Knows that the position and motion of an object can be changed by pushing or pulling.</p> <p>Knows that things move in many different ways (e.g., straight line, zigzag, vibration, circular motion).</p> <p>Knows that sound is produced by vibrating objects.</p> <p>Knows that light travels in a straight line until it strikes an object.</p> <p>Uses grade level appropriate core concepts and principles to solve the problem.</p> <p>Responds to grade-level scientific questions and explain why through writing.</p> <p>Brainstorms a variety of solutions to a scientific problem.</p> <p>Records information collected about the physical world (e.g., in drawings, simple data charts).</p> <p>Conducts simple investigations to solve a grade level problem (e.g., making predictions and understanding cause-and-effect relationships).</p> <p>Asks questions throughout the scientific process.</p> | <p>Identifies physical and human features in terms of the four spatial elements (e.g., locations [point], transportation and communication routes [line], regions [area], lakes filled with water [volume]).</p> <p>Knows the location of a community and places within it (e.g., parks, stores, landmarks).</p> <p>Knows the similarities and differences in housing and land use in urban and suburban areas (e.g., where people live, where services are provided, where products are made, types of housing, yard size, population density, transportation facilities, presence of infrastructure elements such as sidewalks and street lights).</p> <p>Knows ways in which people depend on the physical environment (e.g., food, clean air, water, mineral resources).</p> <p>Knows the role that resources play in our daily lives (e.g., resources used to generate electricity; resources used to produce automobiles, medicines, clothing, and food).</p> <p>Understands personal family or cultural heritage through stories, songs, &amp; celebrations.</p> <p>Knows ways in which people share family beliefs and values (e.g., oral traditions, literature, songs, art, religion, community celebrations, food, and language).</p> <p>Understands the daily life of a colonial community.</p> <p>Understands life in a pioneer farming community.</p> <p>Understands the value of fairness, individual rights, and responsibility as it applies to the community.</p> <p>Understands the reasons that Americans celebrate certain national holidays (e.g., Martin Luther King, Jr. Day; the Fourth of July; Memorial Day).</p> <p>Knows the journeys of European explorers, the routes they took, and what happened as a result of their travels.</p> <p>Knows how to identify change and continuity in his or her own life.</p> <p>Understands that different groups, societies, and cultures have some similar wants and needs and impact how people act.</p> <p>Knows that people can learn from each other in many ways (e.g., telling and listening, showing and watching, imitating).</p> <p>Understands that rules at home, at school, and in the community let individuals know what to expect.</p> <p>Knows that a rule or law solves a specific problem.</p> <p>Knows the characteristics of a good leader (e.g., experience, determination, confidence, a desire to be a leader, the ability to solve problems creatively, and putting the interest of the people ahead of personal interests).</p> <p>Knows that goods are objects that can satisfy people's wants, and services are activities that can satisfy people's wants.</p> <p>Knows that people who use goods and services are called consumers, and people who make goods or provide services are called producers, and that most people both produce and consume.</p> <p>Knows that natural resources are "gifts of nature" because they are present without human intervention.</p> <p>Knows that human resources are the efforts of people who work to produce goods and to provide services.</p> <p>Knows that barter is trading goods and services for other goods and services without using money.</p> |