



# INSTRUCTION IN CCSD59



COMMUNITY CONSOLIDATED  
SCHOOL DISTRICT 59

SECOND GRADE

# LITERACY

## IN DEVELOPING FOUNDATIONAL SKILLS, STUDENTS WILL:

---

- Apply grade level phonics and word analysis skills in decoding words
- Read with sufficient accuracy and fluency to support comprehension

## WHEN READING LITERATURE OR INFORMATIONAL TEXT, STUDENTS WILL:

---

- Ask and answer questions (who, what, where, when, why, how) to demonstrate understanding of key details
- Identify the main topic of a multiparagraph text and each paragraph
- Identify the main purpose of a text including the authors point of view
- Recount stories from diverse cultures to determine theme
- Compare and contrast the most important points in two texts on the same topic
- Describe how characters in a story respond to events and challenges
- Acknowledge differences in points of view of characters
- Use information from illustrations and words to demonstrate understanding of character, setting and plot

## WHEN WRITING NARRATIVE, INFORMATIONAL, OR OPINION PIECES, STUDENTS WILL:

---

- Write opinion pieces by introducing the topic, supply reasons that support the opinion, use linking words, and provide a conclusion
- Write informative/explanatory texts with a topic, facts and definitions to develop points and a conclusion
- Write narratives for a well-elaborated event or sequence of events including details (actions, thoughts and feelings), temporal words to clarify event order, and a conclusion
- Participate in shared research and writing projects

## WHEN DEVELOPING LANGUAGE SKILLS, STUDENTS WILL:

---

- Use collective nouns and reflexive pronouns
- Use frequently occurring irregular plural nouns and past tense of irregular verbs
- Use adjectives and adverbs
- Use apostrophes to form contractions and possessives
- Produce and rearrange complete single and compound sentences
- Determine or clarify the meaning of unknown and multiple meaning words
- Use sentence level context and root words to determine the meaning of unknown words
- Use knowledge of individual words to predict the meaning of compound words
- Distinguish shades of meaning among closely related verbs and adjectives

## FOR LISTENING AND SPEAKING, STUDENTS WILL:

---

- Participate in collaborative conversations
- Follow agreed upon rules and respectful ways of listening to others
- Build upon others' talk by linking their remarks
- Ask for clarification as needed

## WHAT SCIENCE AND SOCIAL SCIENCE CONTENT IS INTEGRATED INTO LITERACY?

Meeting Needs and Wants

States of Matter

Producers, Consumers, Goods, and Services

Animal and Plant Dependence

Qualities of Leadership

Extreme Weather

Stories and Timelines; Biographies and Autobiographies

Plants and How They Develop

Habitats

## DISTRICT-APPROVED CURRICULAR RESOURCES

Benchmark Adelante

HMH Into Reading

iReady Reading Personalized Path

# MATH

Math instruction includes the domains of number and operations, algebraic thinking, measurement and data, and Geometry. All second grade students have a WIN (What I Need) block daily focused on Fact Fluency development. Students will:

- Fluently add and subtract within 20
- Fluently add and subtract within 100 using strategies based on place value
- Add and subtract 10 or 100 to a number and use and explain strategies
- Select and use the appropriate tool to measure
- Estimate, measure and compare the lengths of objects in inches, feet and yards
- Use addition and subtraction (within 100) to solve problems involving lengths of objects
- Represent addition and subtraction on a number line
- Represent groups of numbers using 1s, 10s, and 100s to demonstrate an understanding of place value to 1,000 numbers with tens and ones
- Read, write and count numbers based on the values in each place
- Represent and solve word problems using addition and subtraction within 100
- Identify, draw and create 2-D shapes based on their features
- Tell and write time to the nearest 5 minutes
- Solve problems involving money
- Use models, drawings and numbers to add and subtract within 1000
- Use addition when working with equal groups of objects arranged in arrays
- Count by 2s, 5s and 10s to solve problems
- Partition a rectangle into rows and columns of same size squares



DISTRICT-APPROVED  
**CURRICULAR  
RESOURCES**

# WHAT ELSE DO OUR STUDENTS LEARN?

## SOCIAL EMOTIONAL LEARNING

Along with daily community circles, social emotional learning has three goals.

### GOAL 1: SELF-AWARENESS AND SELF-MANAGEMENT

- Describe and communicate emotions
- Ask for help when needed
- Engage in kind acts toward others
- Recognize how certain situations might make someone feel

### GOAL 2: SOCIAL AWARENESS AND RELATIONSHIP SKILLS

- Identify strategies for complimenting others
- Work with others and respond to their needs
- Use humor and play appropriately

### GOAL 3: RESPONSIBLE DECISION-MAKING

- Make positive choices
- Follow behavior expectations
- Set a goal and work towards achieving it

## ELEMENTARY SPECIALS

A rotation of classes takes place every day to support physical well-being, creativity, and the development of new skills and concepts. These include music, visual arts, physical education, and library resource education.

---

WANT TO KNOW MORE ABOUT LEARNING IN 59?

[CCSD59.ORG/INSTRUCTION](https://ccsd59.org/instruction)

---

1001 Leicester Road  
Elk Grove Village, IL 60007

P: (847) 593-4300

