



INSTRUCTION IN CCSD59



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

DUAL LANGUAGE - 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 SPANISH LANGUAGE SKILLS, STUDENTS WILL:

- Use common nouns that form in an irregular way by changing z for c or the written orthographic accent
- Use a colon in the greeting of a letter and a comma in the farewell of a letter written in Spanish. They recognize that a comma is used in the greeting and farewell of a letter in English.
- Use the hyphen to separate the syllables of a word; to indicate level, range, or intervals, and the hyphen to introduce dialogue
- Categorize words according to their tonic accent and use the written accent on words already known

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?

Relationships Between Plants, Animals, and Their Habitat

Our Changing Landscape

The Functions of the Government

Geography Our Connections in the World

Innovations Through Technology

How Culture Influences People and Their Community

Historical Events and How Their Impacts on the Future

Earth Changes

Earth's Natural Resources

Selection and Use of Materials

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 one
- 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://www.cc59.org/instruction)

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