

Concrete Primary 2nd Grade Reading Progression Map

	1st 9 Weeks		2nd 9 Weeks		3rd 9 Weeks		4th 9 Weeks
	First Days Total Days: 15	<u>Unit 1: Reading Growth Spurt/ Theme and Key Details</u> Total Days: 28	<u>Unit 2: Becoming Experts/ Central Idea and Key Details</u> Total Days: 29	<u>Unit 3: Bigger Books Mean Amping Up Reading Power/ Retell</u> Total Days: 25	<u>Nonfiction Stand Alone Unit</u> Total Days: 18	<u>Series Book Clubs</u> Total Days: 26	Fairy Tale Unit Total Days:
Essential Standards		RL71 Retell the sequence of major events using key details; determine the theme in a text heard or read.	RI61 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed. **	RL71 Retell the sequence of major events using key details**; determine the theme in a text heard or read.**	RI61 Retell the central idea and key details from multi-paragraph texts**; summarize the text** by stating the topic of each paragraph heard, read, or viewed.	RL81 Read or listen closely to compare and contrast characters' actions, feelings, and responses to major events or challenges.**	RL71 Retell the sequence of major events using key details; determine the theme in a text heard or read. RL81 Read or listen closely to compare and contrast characters' actions, feelings, and responses to major events or challenges.** RL81c Identify how cause and effect relationships affect the development of plot.**
Non-Essential Standards	RI3.2: Read independently for sustained periods of time to build stamina	RI3 Know and apply grade-level phonics RI3.6 Recognize and read grade-appropriate irregularly spelled words. RI4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. RI5.1 Ask and answer literal and inferential questions RI5.2 Make predictions before and during reading; confirm or modify thinking. RI21: Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action. RI9.2: Read independently for sustained periods of time to build stamina	RI3 Know and apply grade-level phonics RI4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. RI5.1 Ask and answer literal and inferential questions RI71 Compare and contrast across different topics RI5.2 Make predictions before and during reading RI81: Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe RI8.2: Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text RI9.1 Use context to determine the meaning of words and phrases. RI9.5 Acquire and use academic and domain specific words and phrases	RI4.1 Read grade-level texts with purpose and understanding. RI4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. RI5.2 Make predictions before and during reading; confirm or modify thinking. RI61 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, and plot. RI9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each. RI9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.	RI5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read. RI8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text. RI9.1 Use context to determine the meaning of words and phrases.	RI4.1 Read grade-level texts with purpose and understanding. RI4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. RI5.1 Ask and answer literal and inferential questions. RI5.2 Make predictions before and during reading; confirm or modify thinking. RI61 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot. RI9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning. RI1.2 Recognize difference of points of view and perspectives between narrators and other characters.	RI7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.**

Proficiency Map Checklist:

- Does every standard appear one time when you expect proficiency? If part of a standard appears in one unit, have you accounted for the rest of the standard and do both parts have an asterisk?
- Have you identified the priority standards for each unit?
- Does every unit have a name and number of days? Does the proficiency map account for a total of about 155 days? (These days include assessments?)
- How have you built horizontal coherence into the proficiency map? For example, have you woven in previous concepts from the year or used them to support learning in a later unit?
- How have you built vertical coherence into the proficiency map? For example, what did students learn last year and when? When will they use this learning during the next year? (Look at the proficiency maps for the grade level above and below, if possible.)

[Link to new ELA standards](#)