



2nd Grade ELA Assessment Matrix 2017-2018

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
RI 1 C1 T8 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI 3 C1 T12 Describe the connection between a series of historical events, or steps in technical procedures in a text.	RI 3 C1 T5 Describe how characters in a story respond to major events and challenges.	RI 5 C1 T13 Know and use various text features to locate key facts or information in a text efficiently.	RI 8 C1 T11 Describe how reasons support specific points the author makes in a text.	RI 1 C1 T1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI 2 C1 T9 Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.	RI 6 C1 T12 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	SL 2 C3 T4 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	RI 7 C1 T13 Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.	RI 9 C1 T11 Compare and contrast the most important points presented by two texts on the same topic.	RI 2 C1 T2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
L 2a C2 T9 Capitalize holidays, product names, and geographic names.	L 1a C2 T9 Use collective nouns (e.g., group).	SL 3 C3 T4 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	L 1f C2 T9 Produce, expand, and rearrange complete simple and compound sentences	L 4 a C1 T10 Use sentence-level context as a clue to the meaning of a word or phrase.	RI 4 C1 T3 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
L 2b C2 T9 Use commas in greetings and closings of letters.	L 1b C2 T9 Form and use frequently occurring irregular plural nouns. (e.g, feet, children, teeth, mice, fish)	L 1d C2 T9 Form and use the past tense of frequently occurring irregular verbs. (e.g., sat,hid,told)	L 5a C1 T13 Identify real-life connections between words and their use.	L 4b C1 T10 Determine the meaning of the new word when prefix is added.	L 3a C2 T8 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a) Compare formal and informal uses of English.
L 2c C2 T9 Use apostrophes to form contractions and frequently occurring possessives.	L 1c C2 T9 Use reflexive pronouns (e.g., myself, ourselves).	L 1e C2 T9 Use adjectives and adverbs	L 5b C1 T3 Distinguish shades of meaning among closely related adjectives and verbs.	L 4c C1 T10 Use a known root word as a clue to the meaning of an unknown word with the same root.	L 4d C2 T9 Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse housefly; bookshelf, notebook, bookmark).