

A Correlation of

**Developmental Reading Assessment
2nd Edition (DRA2)[®]
& DRA2 Word Analysis**



to the

**Common Core State Standards
for English Language Arts**

Kindergarten

INTRODUCTION

This document demonstrates how ***Developmental Reading Assessment® (DRA2) and DRA2 Word Analysis*** meet the objectives of the Common Core State Standards. Correlation references are to the Teacher Observation Guides for DRA2 except for *DRA2 Word Analysis* which may refer to both the Teacher Guide and Student Assessment Book.

Developmental Reading Assessment (DRA2) provides teachers with a proven diagnostic reading assessment that not only establishes each student's reading level but also gives the teacher a Focus for Classroom Instruction designed to assist students' progression to the next reading level.

Students and teachers meet in a one-on-one conference – giving the teacher invaluable insight as to each student's strengths and weaknesses.

Developmental Reading Assessment (DRA) Word Analysis provides classroom and reading teachers with a systematic means to observe how struggling and emerging readers attend to, and work with, the various features of spoken and written words. DRA2 Word Analysis is an individual diagnostic assessment tool that assesses phonological awareness, letter/word recognition, phonics, metalanguage, and structural analysis in Grades K-3.

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and DRA2 Word Analysis
to the
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**DRA2 Benchmarks Levels A – 3
(Noted if included in Level 4)
DRA2 Word Analysis Tasks 1-10**

Common Core State Standards Kindergarten	Developmental Reading Assessment 2 nd Edition (DRA2)
Reading Standards for Literature	
Key Ideas and Details	
Literature 1. With prompting and support, ask and answer questions about key details in a text.	This should be modeled by the teacher during shared/guided reading. DRA2 Comprehension (Level 4 and above)
Literature 2. With prompting and support, retell familiar stories, including key details.	This should be modeled by the teacher during shared/guided reading. DRA2 Comprehension (Level 4 and above. Benchmark texts are not familiar stories)
Literature 3. With prompting and support, identify characters, settings, and major events in a story.	This should be modeled by the teacher during shared/guided reading. DRA2 Comprehension (Level 4 and above)
Craft and Structure	
Literature 4. Ask and answer questions about unknown words in a text.	This standard is not assessed in DRA2, although “Oral Reading” monitors accuracy including Use of Cues.
Literature 5. Recognize common types of texts (e.g., storybooks, poems).	This should be modeled by the teacher during shared/guided reading.
Literature 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	This should be modeled by the teacher during shared/guided reading.
Integration of Knowledge and Ideas	
Literature 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	This should be modeled by the teacher during shared/guided reading.
8. (Not applicable to literature)	N/A

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Literature 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	This should be modeled by the teacher during shared/guided reading.
Range and Level of Text Complexity	
Literature 10. Actively engage in group reading activities with purpose and understanding.	This should be modeled by the teacher during shared/guided reading.
Reading Standards for Informational Texts	
Key Ideas and Details	
Informational Text 1. With prompting and support, ask and answer questions about key details in a text.	This should be modeled by the teacher during shared/guided reading.
Informational Text 2. With prompting and support, identify the main topic and retell key details of a text.	This should be modeled by the teacher during shared/guided reading.
Informational Text 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	This should be modeled by the teacher during shared/guided reading.
Craft and Structure	
Informational Text 4. With prompting and support, ask and answer questions about unknown words in a text.	This should be modeled by the teacher during shared/guided reading.
Informational Text 5. Identify the front cover, back cover, and title page of a book.	This should be modeled by the teacher during shared/guided reading.
Informational Text 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	This should be modeled by the teacher during shared/guided reading.
Integration of Knowledge and Ideas	
Informational Text 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	This should be modeled by the teacher during shared/guided reading.

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Informational Text 8. With prompting and support, identify the reasons an author gives to support points in a text.	This should be modeled by the teacher during shared/guided reading.
Informational Text 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	This should be modeled by the teacher during shared/guided reading.
Range of Reading and Level of Text Complexity	
Informational Text 10. Actively engage in group reading activities with purpose and understanding.	This should be modeled by the teacher during shared/guided reading.
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. Demonstrate understanding of the organization and basic features of print.	
Foundational Skills 1.a. Follow words from left to right, top to bottom, and page-by-page.	DRA2 Oral Reading Fluency (Levels A-3) DRA2 Word Analysis –Task 7
Foundational Skills 1.b. Recognize that spoken words are represented in written language by specific sequences of letters.	DRA2 Word Analysis – Task 4, Task 7
Foundational Skills 1.c. Understand that words are separated by spaces in print.	DRA2 Word Analysis – Task 4, Task 7
Foundational Skills 1.d. Recognize and name all upper- and lowercase letters of the alphabet.	DRA2 Word Analysis – Task 5, Task 6
Phonological Awareness	
Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Foundational Skills 2.a. Recognize and produce rhyming words.	DRA2 Word Analysis – Task 1 (recognize) (Task 13 – produce)
Foundational Skills 2.b. Count, pronounce, blend, and segment syllables in spoken words.	DRA2 Word Analysis – Assessed after Task 10 (Tasks 14,18)
Foundational Skills 2.c. Blend and segment onsets and rimes of single syllable spoken words.	DRA2 Word Analysis – Assessed after Task 10 (Task 14)

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Foundational Skills 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	DRA2 Word Analysis – Task 2, Task 3 (initial) (also Task 11)
Foundational Skills 2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	DRA2 Word Analysis – Assessed after Task 10 (Task 13)
Phonics and Word Recognition	
Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.	
Foundational Skills 3.a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	DRA2 Word Analysis – Task 3 (also Task 11)
Foundational Skills 3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	DRA2: Oral Reading Fluency (Levels A-3) DRA2 Word Analysis – Assessed after Task 10 (Task 26)
Foundational Skills 3.c. Read common high-frequency words by sight. (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	DRA2: Oral Reading Fluency (Levels A-3) DRA2 Word Analysis – Task 9
Foundational Skills 3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	N/A
Fluency	
Foundational Skills 4. Read emergent reader texts with purpose and understanding.	DRA2: Oral Reading Fluency (Levels A-3)
Language Standards	
Vocabulary Acquisition and Use	
Language 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>kindergarten reading and content</i> .	
Language 4.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	This should be modeled by the teacher during shared/guided reading.

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Language 4.b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	This should be modeled by the teacher during shared/guided reading.
Language 5. With guidance and support from adults, explore word relationships and nuances in word meanings.	
Language 5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	This should be modeled by the teacher during shared/guided reading.
Language 5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	This should be modeled by the teacher during shared/guided reading.
Language 5.c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).	This should be modeled by the teacher during shared/guided reading.
Language 5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.	This should be modeled by the teacher during shared/guided reading.
Language 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	This should be modeled by the teacher during shared/guided reading.