

A Correlation of

**Developmental Reading Assessment
2nd Edition (DRA2)[®],
DRA2 Word Analysis, and
DRA2 Progress Monitoring
Assessment (PMA)**



to the

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

Grade One

INTRODUCTION

This document demonstrates how ***Developmental Reading Assessment® (DRA2), DRA2 Word Analysis and DRA2 Progress Monitoring Assessment (PMA)*** 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.

DRA2 Progress Monitoring Assessment monitors progress and informs instruction for struggling reading. Leveled passages will assist teachers in determining effectiveness of instruction, diagnosing areas of need, highlighting strengths, and providing guidance for additional instruction. Passages from Levels 4 through 60 include fiction and non-fiction. The assessment and scoring is brief, accurate and effective.

**Developmental Reading Assessment, 2nd Edition (DRA2)[®],
DRA2 Word Analysis, and DRA2 Progress Monitoring Assessment (PMA)
to the
Common Core State Standards for English Language Arts
Grade 1**

**DRA2 Benchmarks Levels 4-16
DRA2 Word Analysis Tasks 8-28
DRA2 Progress Monitoring Assessment Levels 4-18**

Common Core State Standards Grade 1	Developmental Reading Assessment 2 nd Edition (DRA2)
Reading Standards for Literature	
Key Ideas and Details	
Literature 1. Ask and answer questions about key details in a text.	DRA2: Comprehension DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring (at Level 14 and above)
Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	DRA2: Comprehension DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring (at Level 14 and above)
Literature 3. Describe characters, settings, and major events in a story, using key details.	DRA2: Comprehension DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring (at Level 14 and above)
Craft and Structure	
Literature 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	This should be modeled by the teacher during shared/guided reading.
Literature 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	This should be modeled by the teacher during shared/guided reading.
Literature 6. Identify who is telling the story at various points in a text.	This should be modeled by the teacher during shared/guided reading.
Integration of Knowledge and Ideas	
Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.	DRA2: Comprehension DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring (at Level 14 and above)
8. (Not applicable to literature)	N/A

Common Core State Standards Grade 1	Developmental Reading Assessment 2 nd Edition (DRA2)
Literature 9. Compare and contrast the adventures and experiences of characters in stories.	DRA2 PMA: Monitor comprehension; In-Depth Progress Monitoring (Levels 16, 18)
Range and Level of Text Complexity	
Literature 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	This should be modeled by the teacher during shared/guided reading.
Reading Standards for Informational Texts	
Key Ideas and Details	
Informational Text 1. Ask and answer questions about key details in a text.	This should be modeled by the teacher during shared/guided reading.
Informational Text 2. Identify the main topic and retell key details of a text.	DRA2: Comprehension (Level 16) DRA2 PMA: Monitor Comprehension (Level 10 and above); In-Depth Progress Monitoring (Level 14 and above)
Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	DRA2: Comprehension (Level 16)
Craft and Structure	
Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	This standard is not assessed in DRA2, although "Oral Reading" monitors accuracy including Use of Cues.
Informational Text 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	DRA2: Comprehension (Level 16)
Informational Text 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	This should be modeled by the teacher during shared/guided reading.
Integration of Knowledge and Ideas	
Informational Text 7. Use the illustrations and details in a text to describe its key ideas.	DRA2: Comprehension (Level 16)
Informational Text 8. Identify the reasons an author gives to support points in a text.	This should be modeled by the teacher during shared/guided reading.

Common Core State Standards Grade 1	Developmental Reading Assessment 2 nd Edition (DRA2)
Informational Text 9. 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 and Level of Text Complexity	
Informational Text 10. With prompting and support, read informational texts appropriately complex for grade 1.	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. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	This should be modeled by the teacher during shared/guided reading.
Phonological Awareness	
Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Foundational Skills 2.a. Distinguish long from short vowel sounds in spoken single-syllable words.	This should be modeled by the teacher during shared/guided reading.
Foundational Skills 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	DRA2 Word Analysis – Task 12
Foundational Skills 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	DRA2 Word Analysis – Task 11, Task 20
Foundational Skills 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	DRA2 Word Analysis – Task 21
Phonics and Word Recognition	
Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.	
Foundational Skills 3.a. Know the spelling-sound correspondences for common consonant digraphs.	DRA2: Oral Reading Fluency (Level 14) DRA2 PMA: Oral Reading Fluency (Levels 10, 18)

Common Core State Standards Grade 1	Developmental Reading Assessment 2 nd Edition (DRA2)
Foundational Skills 3.b. Decode regularly spelled one-syllable words.	DRA2: Oral Reading Fluency (Levels 4-16) DRA2 PMA: Oral Reading Fluency (Levels 4-18)
Foundational Skills 3.c. Know final –e and common vowel team conventions for representing long vowel sounds.	DRA2: Oral Reading Fluency (Levels 4-16) DRA2 Word Analysis – Task 26
Foundational Skills 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	This should be modeled by the teacher during shared/guided reading.
Foundational Skills 3.e. Decode two syllable words following basic patterns by breaking the words into syllables.	DRA2: Oral Reading Fluency (Level 12 and above) DRA2 PMA: Oral Reading Fluency; In-Depth Progress Monitoring (at Level 12 and above) DRA2 Word Analysis Assessed after Task 28 (Task 34)
Foundational Skills 3.f. Read words with inflectional endings.	DRA2: Oral Reading Fluency (Level 4 and above) DRA2 PMA: Oral Reading Fluency; In-Depth Progress Monitoring (at Level 4 and above) DRA2 Word Analysis – Task 28
Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words.	DRA2: Oral Reading Fluency (Level 4 and above) DRA2 PMA: Oral Reading Fluency; In-Depth Progress Monitoring (at Level 4 and above) DRA2 Word Analysis - Task 9, Task 17, Task 22
Fluency	
Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.	
Foundational Skills 4.a. Read on-level text with purpose and understanding.	DRA2: Oral Reading Fluency; Comprehension (Level 4 and above) DRA2 PMA: Oral Reading Fluency; Monitor Comprehension; In-Depth Progress Monitoring (at Level 4 and above)
Foundational Skills 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Teachers have the opportunity to address this objective by administering the passages more than once.

Common Core State Standards Grade 1	Developmental Reading Assessment 2 nd Edition (DRA2)
Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Teachers have the opportunity to assess this standard during Oral Reading.
Language Standards	
Vocabulary Acquisition and Use	
Language 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	
Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.	This should be modeled by the teacher during shared/guided reading.
Language 4.b. Use frequently occurring affixes as a clue to the meaning of a word.	DRA2 Word Analysis – Task 28
Language 4.c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks looked, looking</i>).	DRA2 Word Analysis – Task 28
Language 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
Language 5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	This should be modeled by the teacher during shared/guided reading.
Language 5.b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes)	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 home that are <i>cozy</i>).	This should be modeled by the teacher during shared/guided reading.
Language 5.d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	This should be modeled by the teacher during shared/guided reading.

Common Core State Standards Grade 1	Developmental Reading Assessment 2 nd Edition (DRA2)
<p>Language 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>	<p>DRA2: Comprehension DRA2 PMA: Oral Reading Fluency; In-Depth Progress Monitoring</p>