

A Correlation of

**Developmental Reading Assessment  
2<sup>nd</sup> Edition (DRA2)<sup>®</sup>,  
DRA2 Word Analysis, and  
DRA2 Progress Monitoring  
Assessment (PMA)**



to the

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

**Grade Two**

## 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.

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DRA2 Word Analysis, and DRA2 Progress Monitoring Assessment (PMA)  
to the  
Common Core State Standards for English Language Arts  
Grade 2**

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

Common Core State Standards Grade 2	Developmental Reading Assessment 2 <sup>nd</sup> Edition (DRA2)
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
<b>Literature 1.</b> Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<b>DRA2:</b> Comprehension <b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring
<b>Literature 2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>DRA2:</b> Comprehension <b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring
<b>Literature 3.</b> Describe how characters in a story respond to major events and challenges.	<b>DRA2:</b> Comprehension <b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring
<b>Craft and Structure</b>	
<b>Literature 4.</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	This should be modeled by the teacher during shared/guided reading.
<b>Literature 5.</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	This should be modeled by the teacher during shared/guided reading.
<b>Literature 6.</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	This should be modeled by the teacher during shared/guided reading.
<b>Integration of Knowledge and Ideas</b>	
<b>Literature 7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>DRA2:</b> Comprehension <b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring
<b>8.</b> (Not applicable to literature)	N/A

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<b>Literature 9.</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	This should be modeled by the teacher during shared/guided reading
<b>Range of Reading and Level of Text Complexity</b>	
<b>Literature 10.</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>DRA2:</b> Oral Reading Fluency; Comprehension (Levels 16-38) <b>DRA2 PMA:</b> Oral Reading Fluency; Monitor Comprehension; In-Depth Progress Monitoring (Levels 16-38)
<b>Reading Standards for Informational Texts</b>	
<b>Key Ideas and Details</b>	
<b>Informational Text 1.</b> Ask and answer such questions as <i>who, what, where, when, why</i> , and how to demonstrate understanding of key details in a text.	This should be modeled by the teacher during shared/guided reading.
<b>Informational Text 2.</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<b>DRA2:</b> Comprehension (Levels 16, 28) <b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring
<b>Informational Text 3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>DRA2:</b> Comprehension (Level 28) <b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring
<b>Craft and Structure</b>	
<b>Informational Text 4.</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	<b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring
<b>Informational Text 5.</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<b>DRA2:</b> Comprehension (Levels 16, 28)
<b>Informational Text 6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>DRA2:</b> Comprehension (Levels 16, 28) <b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring
<b>Integration of Knowledge and Ideas</b>	
<b>Informational Text 7.</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	This should be modeled by the teacher during shared/guided reading.

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<b>Informational Text 8.</b> Describe how reasons support specific points the author makes in a text.	This should be modeled by the teacher during shared/guided reading.
<b>Informational Text 9.</b> Compare and contrast the most important points presented by two texts on the same topic.	This should be modeled by the teacher during shared/guided reading.
<b>Range of Reading and Level of Text Complexity</b>	
<b>Informational Text 10.</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>DRA2:</b> Oral Reading Fluency; Comprehension (Levels 16, 28, 38) <b>DRA2 PMA:</b> Oral Reading Fluency; Monitor Comprehension; In-Depth Progress Monitoring (Levels 16-38)
<b>Reading Standards for Foundational Skills</b>	
<b>Print Concepts</b>	
<b>Foundational Skills 1.</b> (Not applicable to Grade 2)	N/A
<b>Phonological Awareness</b>	
<b>Foundational Skills 2.</b> (Not applicable to Grade 2)	N/A
<b>Phonics and Word Recognition</b>	
<b>Foundational Skills 3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>Foundational Skills 3.a.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.	<b>DRA2:</b> Oral Reading Fluency <b>DRA2 PMA:</b> Oral Reading Fluency; In-Depth Progress Monitoring <b>DRA2 Word Analysis</b> – Task 26
<b>Foundational Skills 3.b.</b> Know spelling sound correspondences for additional common vowel teams.	<b>DRA2:</b> Oral Reading Fluency <b>DRA2 PMA:</b> Oral Reading Fluency; In-Depth Progress Monitoring <b>DRA2 Word Analysis</b> – Assessed after Task 28 (Task 32)
<b>Foundational Skills 3.c.</b> Decode regularly spelled two-syllable words with long vowels.	<b>DRA2:</b> Oral Reading Fluency <b>DRA2 PMA:</b> Oral Reading Fluency; In-Depth Progress Monitoring <b>DRA2 Word Analysis</b> – Assessed after Task 28 (Task 34, Task 39)
<b>Foundational Skills 3.d.</b> Decode words with common prefixes and suffixes.	<b>DRA2:</b> Oral Reading Fluency <b>DRA2 PMA:</b> Oral Reading Fluency; In-Depth Progress Monitoring <b>DRA2 Word Analysis</b> – Task 28 (Task 35, 37, 38)

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<b>Foundational Skills 3.e.</b> Identify words with inconsistent but common spelling-sound correspondences.	<b>DRA2 Word Analysis</b> – Task 17, Task 22, (Task 29)
<b>Foundational Skills 3.f.</b> Recognize and read grade-appropriate irregularly spelled words.	<b>DRA2:</b> Oral Reading Fluency <b>DRA2 PMA:</b> Oral Reading Fluency; In-Depth Progress Monitoring <b>DRA2 Word Analysis</b> – Task 17, Task 22, (Task 29)
<b>Fluency</b>	
<b>Foundational Skills 4.</b> Read with sufficient accuracy and fluency to support comprehension.	
<b>Foundational Skills 4.a.</b> Read on-level text with purpose and understanding.	<b>DRA2:</b> Oral Reading Fluency; Comprehension <b>DRA2 PMA:</b> Oral Reading Fluency; Monitor Comprehension; In-Depth Progress Monitoring
<b>Foundational Skills 4.b.</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.
<b>Foundational Skills 4.c.</b> 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.
<b>Language Standards</b>	
<b>Vocabulary Acquisition and Use</b>	
<b>Language 4.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	
<b>Language 4.a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.	<b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring (Levels 16, 18, 20)
<b>Language 4.b.</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).	<b>DRA2 Word Analysis</b> – Task 28
<b>Language 4.c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).	<b>DRA2 Word Analysis</b> – Task 28
<b>Language 4.d.</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ).	<b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring (Level 16, 18, 24)

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<b>Language 4.e.</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	This should be modeled by the teacher during shared/guided reading.
<b>Language 5.</b> Demonstrate understanding of word relationships and nuances in word meanings.	
<b>Language 5.a.</b> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).	This should be modeled by the teacher during shared/guided reading.
<b>Language 5.b.</b> Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).	This should be modeled by the teacher during shared/guided reading.
<b>Language 6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).	<b>DRA2:</b> Comprehension <b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring